

# The A.T.A. MAGAZINE

N. M. KOWALCHUK

VOLUME 27

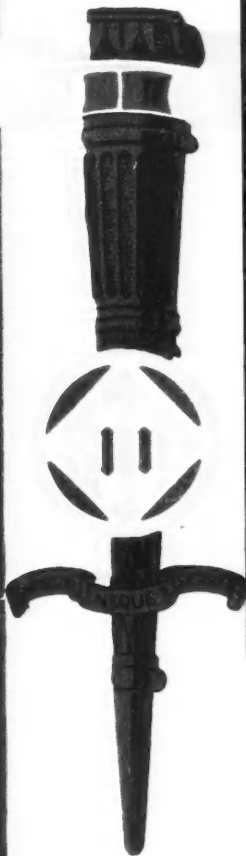
NO. 8

"Our schools were not bombed as were the European schools. But nearly two years after the end of the war they are being wrecked just as surely as though they had been blasted by heavy bombers."

—Benjamin Fine, Education Editor,  
*New York Times*



MAY  
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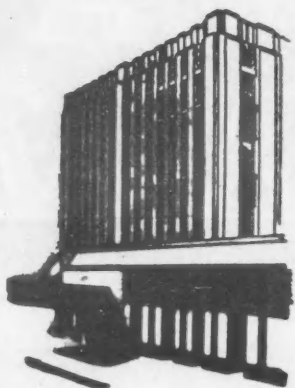
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# The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association



MAGISTRI NEQUE SERVI



ERIC C. ANSLEY, Managing Editor  
Imperial Bank Bldg., Edmonton

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Number 8

## EDITORIAL

### ENLARGE THE UNIT OF ADMINISTRATION AND REVIVE THE LOCAL BOARDS

ONE of the consequences of the serious deterioration in education is that thousands of boys and girls are not getting the education that is essential today, and it is questionable if the boys and girls, of rural areas especially, will ever be able to get a modern education under our educational setup.

It is always well to remember that it is the duty of the Government to make provision for efficient and economical school administration, and to see that an adequate education is made available to every child in the Province, commensurate with the ability and the ambition of each child. The Government has a duty to see that school units continue to supply the educational needs of the children; that duty must include the responsibility for making changes in the educational administration, if and when it becomes evident that the minimum requirements in education are being neglected.



Recognition of this fundamental responsibility led the Government to establish the large units of administration, at the time considered one of Canada's outstanding advancements in education. The divisions have now been operating for ten years, and while, in the main, they have lived up to the most sanguine hopes, in two particulars they have failed completely.

LOCAL boards have failed to keep up an interest in their schools, although these boards were retained because it is in our tradition to encourage the citizens to have an active share in shaping the policies of the schools serving the communities, and also to preserve as much local autonomy as is possible. Yet these local boards have been allowed to die from inactivity. They have had nothing to do except when the divisional boards might ask them to find a janitor at a fee generally too low to attract anyone, to have a door fixed or a window repaired, or to have the barn cleaned. When the large units were established some educationists feared that local interest might decline, but not one voiced the thought that it would disappear.

The failure of the divisional boards to develop the educational interests and the breadth of vision quite common to boards in large cities, and essential in any district if educational facilities are to be maintained, was a serious blow, the need for such interest and vision having been one of the principal reasons for setting up the large units of administration. It is now quite apparent that the divisions are restricted in interests as well as in area; the unit of interest being a division the size of which was determined mainly to suit the convenience of the superintendents, an area one superintendent could manage with competence. An impression, if not a conviction, is growing that these units are too small to meet the educational demands of today. The divisions have destroyed local interest and they have not produced the broad, liberal, educational outlook that was predicted.

FORTUNATELY, a solution is close at hand and already established and accepted by some school boards in a sort of unofficial way.

Some "zones" form natural units, and it should be a simple matter to unite the divisions constituting these "zones" into a single unit of administration. The basis of taxation would be broader, administration would undoubtedly be more economical and more efficient, educational facilities could be improved and enlarged, superintendents could give more time to the classrooms. It is one way, perhaps the only way, that any measure of equality of educational opportunity may be made available to each and every child in the Province. Moreover, the adoption of this plan of administration would necessitate, and should be coupled with, the revival of the old school boards; these boards should never have been allowed to fall into general disuse as every school needs its own school board, or perhaps a Home and School Association.



## EDUCATIONAL SURVEY COMMITTEE FOR ALBERTA

THE Government of Alberta has appointed a committee "to survey the educational needs of the Province, particularly in regard to the teacher-shortage problem," the members of which are Dr. W. H. Swift, Deputy Minister of Education; Mr. J. W. Judge, Deputy Minister of Municipal Affairs; and Mr. J. F. Percival, Deputy Provincial Treasurer. Although the Government has deemed it advisable to limit the membership of this committee to Government officials, all groups interested in education expect to be requested to submit reports to the committee. The Alberta Teachers' Association, the Alberta School Trustees' Association, the Alberta Home and School Association, the Alberta Educational Council, and other interested organizations, must be given the opportunity to place factual information and suggestions before this committee.

As education in Alberta is rapidly approaching a breakdown of catastrophic proportions, it is imperative that this committee complete its work and reports its findings to the public before the end of June in order that a rebuilding program may be started before September. If this seems to give the Committee insufficient time to conduct the survey and to prepare and present a report, it might not be out of place to mention that Dr. Benjamin Fine, Education Editor of the New York Times, completed quite a comprehensive survey of education in the whole of the United States within six months, and published his report twelve days later in a 64-page pamphlet, "The Crisis in American Education."

While the deplorable plight of education warrants the use of immediate remedial action, there is good reason to believe that by now educationists understand that the usual makeshifts and substitutes for education have no permanency, and that the only really sound policy is one of rebuilding solidly rather than hastily.

---

"The exodus from the teaching profession in recent years is probably the most striking vocational migration in history."

Ralph McDonald.

\* \* \* \*

If schools are the main bulwark of the democratic way of life, as has so often been stated, the democratic way of life is in great danger.

\* \* \* \*

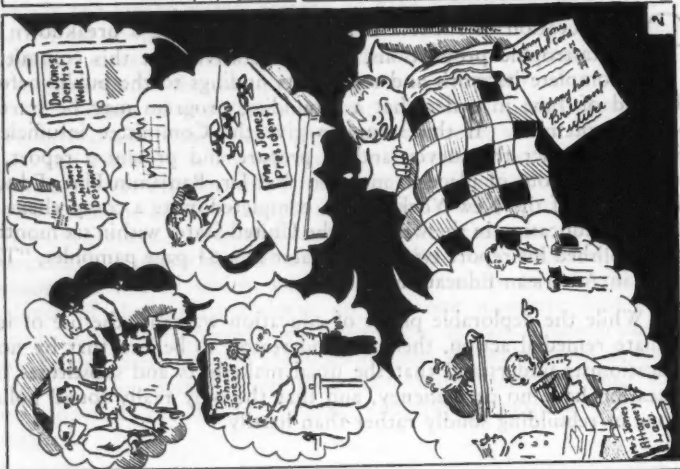
Alberta's recent advancement in education is shown by the "widespread substitution of the little-read 'teacher' for the Little Red Schoolhouse."



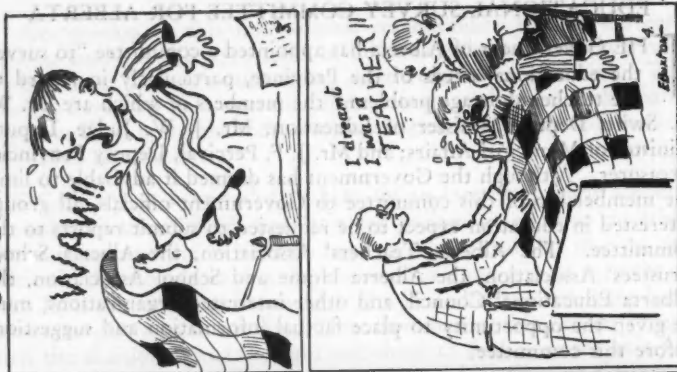
# BEAMS -



# DREAMS -



# SCREAMS -





# Personnel of A. T. A. Committees and Representation on Departmental Committees

The members of the A.T.A. Discipline Committee and the Library Committee for the year 1947-48 have been nominated by the Provincial Executive as follows:

**Discipline Committee:** Mr. H. C. Melsness, Mr. F. J. C. Seymour, Mr. M. Holman, Mr. A. R. Patrick and Mr. A. O. Aalborg.

**Library Committee:** Mr. F. J. C. Seymour, Mr. T. D. Baker and Mr. L. Picard.

....

The A.T.A. representative or representatives on the following Departmental Committees, as nominated by the Provincial Executive, are as set out:

**Evaluation and Guidance Committees:** E. C. Ansley, General Secretary; Miss Marian Gimby, Eastwood High School.

**Curriculum Committees:**

- (a) **High School Curriculum Committee:** R. L. Whitney, Red Deer.
- (b) **Intermediate Curriculum Committee:** M. W. Macdonald, Edmonton.
- (c) **Elementary Curriculum Committee:** Miss V. V. Milburn, Sunnyside Bungalow School, Calgary.
- (d) **General Curriculum Committee:** E. C. Ansley.

**Board of Teacher Education and Certification:** President, Dr. H. E. Smith; General Secretary, E. C. Ansley; J. Burke, Edmonton.

**Examination Boards:**

- (a) **High School and University Matriculation:** R. V. Clark, Edmonton.
- (b) **High School Entrances:** E. T. Wiggins, Didsbury.

....

A.T.A. representatives on other Committees are as follows:

**Faculty of Education Council:** Miss Eva Howard, Victoria High School, Edmonton.

**Teaching Profession Appeal Board:** Dr. M. E. LaZerte, Faculty of Education, Edmonton.

**Alberta Adult Education Association:** T. D. Baker, Larue Smith, Edmonton.

**Alberta Nutrition Council:** Miss B. Williams, Edmonton.

## Single Salary Schedule

The N.E.A. defines a single salary schedule as follows: "By 'preparation type' or 'single salary' schedule is meant a schedule which pays the same salary to teachers with equal training, regardless of whether they teach in elementary, junior or senior high school, and which pays larger salaries to teachers in similar positions who possess larger amounts of academic and professional training."

Abraham Lincoln was once asked to give his definition of tact. "Well," he replied thoughtfully, "I guess you might call it the ability to describe others as they see themselves."

—Coronet.



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# President's Column

IT IS an honor of the first order to be elected president of the Alberta Teachers' Association. To the teachers of the Province I wish to express my genuine appreciation of their confidence in me to carry forward a splendid tradition of service. To my many predecessors in office, who made the Association strong and sound, I look backward with admiration. And with assurance I look forward to my many successors who will make it great and fine.

There is much to be done. An organization such as ours faces new problems every day. Those major ones with which we have been most concerned of late—salaries, pensions, living conditions, professional status, and professional growth—may be termed internal problems. These are the personal problems of the Association, affecting outsiders profoundly but indirectly. These are matters of household management, and as in every self-respecting household, should be settled as speedily and decently as possible. Our real business is with our external problems—those directly affecting children, parents, and the educable public at large.

Our business is education. We are in a sense servants of the people of the Province. But servants in the same way that prophets, priests, ministers, reformers, and statesmen are servants. *Magistri neque Servi* our motto proclaims—masters and not slaves. And so it must be. We serve as masters of our profession, masters of our craft, masters of ourselves. We face a challenge of the first magnitude.

## Our Present Situation

At the moment our affairs are in comparatively good order. Our relations with the School Trustees' Asso-

ciation, with the Department of Education, with the University, and with the Home and School Association have seldom been more cordial. This is as it should be. The business of Education is big enough and difficult enough to justify the closest co-operation of all agencies concerned. We enjoy representation on the University Senate, the various Department of Education curriculum committees, the Board of Teacher Education and Certification, Matriculation and High School Examination Boards, and on the Council of the Faculty of Education. We have co-operated wholeheartedly with the Alberta Education Council in doing a magnificent job of public education regarding the financing and staffing of schools in the Province. Our finances are in good order as our yearly financial statements attest. While we are losing the services of Mr. Barnett, who has devoted pretty well his whole life to the Association, we are fortunate in having as his successor a man of unusual competence and talent—Mr. Ansley. Even in the few months of his tenure of office, he has already earned the admiration and confidence of the Alberta teachers. This year we have a strong executive council, a source of comfort to all concerned.

## Our Internal Problems

As teachers, we can scarcely be expected to give our best service if we are ill-paid, ill-housed, ill-thought of, and fearful of old age. Since salaries are primarily the responsibility of locals, and more specifically of local negotiating committees, we urge them to action. The office will give all the help it can by keeping counsellors and locals abreast of salary trends, by informing them of proper techniques and procedures, by supplementing



their efforts wherever possible, and by assisting in the conduct of conciliation when that becomes necessary. In view of the publicity recently given by the Alberta Educational Council to the plight of our schools, and of the recent increase in Government grants, the time seems opportune to press for adequate salaries.

Our most urgent problem this year is that of pensions. My own feeling is that a generous pension provision would relieve teachers of much anxiety, would encourage many people to come into the profession, and would make much more effective teaching possible. The chances of securing a satisfactory pension plan are fortunately for us brighter this year than ever before.

### *Our External Problems*

Pupil guidance is a topic much in the limelight. The University Summer Session is offering this year two or three courses that promise to be most helpful; and has secured the services of outstanding instructors for the courses. The Edmonton and Calgary School Boards have appointed full time guidance officers. The Department of Education is proposing to appoint a provincial director of guidance. A Committee is to be set up to be known as the Guidance and Evaluation Committee with representation from the Department of Education, the A.T.A., and the Faculty of Education of the University. It is anticipated that the activities of this committee will appeal widely to the interests of the teachers, and may attract the cooperation of those especially concerned with evaluation and guidance. In any event it is manifest that these two topics are likely to receive a rapidly

increasing attention in this province and developments in the field may soon make necessary a call for the services of those who are prepared.

Sincerely,

H. E. SMITH.

### *Science Briefs*

Most plant seeds germinate faster, and in some cases better, in soil that is not fertilized.

\* \* \*

Bark from mangrove trees is used for tannin, and the timber, hard, heavy, tough and durable, for tropical construction.

\* \* \*

Oysters contain copper, iron and manganese, needed by the human body; also calcium and phosphorus that assist bone growth, and iodine that aids the thyroid gland.

Walking down a London street one morning, a certain austere member of parliament found his way barred by a pushcart loaded with shrimp. "Look here," he called to the pedlar, "Do you realize that you are interfering with the transacting of important business? Do you know that I have an M.P. on the end of my name?"

"An M.P. on the end of your name—eh, governor," rejoined the street merchant. "Well, don't let that bother you, so 'as every bloomin' shrimp in that cart."

A lady was entertaining the small son of her married friend.

"Are you quite sure you can cut your meat, Willie?" she asked, after watching him for a moment.

"Oh, yessum," he replied without looking up. "We often have it as tough as this at home."



# RESOLUTIONS . . .

## Resolutions Adopted by the Annual General Meeting, 1947

### Administration

#### Building Fund

BE IT RESOLVED: That the Alberta Teachers' Association set up a building fund immediately with a view to erecting their own building at some future date when prices and building costs have come down to reasonable levels; and further, that \$20,000 be transferred from the General Fund of the Association to the building fund, and that \$3,000 per year be added to the fund until such time as the fund reaches the amount of \$30,000; and further, that the interest on monies in the building fund be applied to operating costs of the office of the A.T.A.

#### Local Fees

RESOLVED: That the Head Office forward to each Local Association twice a year, in December and in June, the amount to the credit of each Local as at November 30 and May 31, respectively.

#### Thorhild Local

BE IT RESOLVED: That the Thorhild Division be included in the Edmonton District Constituency.

#### A.G.M.

WHEREAS a considerable amount of time at the last A.G.M. was taken up by guest speakers and inspirational talks, thus limiting the time for resolutions;

THEREFORE BE IT RESOLVED: That the order of business be arranged to avoid "railroading" of the business part.

May, 1947

### Curriculum

BE IT RESOLVED: That as far as possible all resolutions dealing with matters relating to curriculum be submitted to the Head Office, accompanied by the required Statutory Declaration, before December 1, after having been presented to meetings of the Locals at the Fall Conventions, in order that all teachers interested may have an opportunity to discuss these resolutions.

### Departmental Administration

#### Legislation

WHEREAS the moving of teachers after the legal date for resignation has, in the past, been a cause of dissatisfaction leading to many teachers leaving the profession, and has caused hardship and expense to others through poorer living accommodations and distance from source of supplies;

THEREFORE BE IT RESOLVED: That such moves be not decided by a Board without consulting the teacher affected, and giving him/her an opportunity to survey the new situation;

AND BE IT FURTHER RESOLVED: That if such move be unacceptable to the teacher involved, he/she shall have the option of resigning notwithstanding the fact that the legal resignation date has passed.

#### Supply of Teachers

BE IT RESOLVED: That the Department of Education be requested so to control the certification of teachers that the supply of teachers



be not allowed to exceed greatly the number of positions available.

#### *School Attendance*

WHEREAS the irregularity in attendance at schools is becoming a very serious problem, especially in certain areas of the Province, and since this condition is becoming more acute year by year, especially with children of the age group where education is compulsory;

THEREFORE BE IT RESOLVED: That this A.G.M. request the Department of Education to take the necessary steps to enforce more efficiently the School Attendance Act.

#### *Minimum Attendance*

WHEREAS the present regulation which permits high-school students to receive 35 credits for an attendance of 150 days is detrimental to both teacher and pupil performance;

AND WHEREAS the students are tending to take advantage of this minimum;

THEREFORE BE IT RESOLVED: That the Department of Education be requested to raise the minimum to 160 days; and further, that the regulation be extended to include Grade IX.

#### *School-Book Branch*

WHEREAS the School-Book Branch of the Department of Education requires the signatures of the Secretary and Chairman of a School Board on an order for school books in order to receive the 15% discount;

AND WHEREAS this causes unnecessary delay in beginning the work of the term;

THEREFORE BE IT RESOLVED: That the School-Book Branch be requested to accept orders from teachers who have received written authority from the School Board.

#### *Financial Aid to Education*

WHEREAS over fifteen thousand boys and girls of school age are being taught by non-teachers, and twenty thousand more by teachers with sub-

standard qualifications, and another thousand are not in school;

WHEREAS the cost of education is continually rising and the existing system of raising taxes for school purposes is being strained to the utmost;

AND WHEREAS the education of our youth is constitutionally a matter of Provincial responsibility;

AND WHEREAS certain provinces are already bearing fifty per cent or more of the cost of education;

THEREFORE BE IT RESOLVED: That the Alberta Teachers' Association urge the Provincial Government to bear at least fifty per cent of the cost of education in Alberta.

#### *Pensions*

BE IT RESOLVED: That the Provincial Executive, the teacher representatives on the present Pensions Board, and other persons at the discretion of the Executive, be constituted a committee of the whole on pensions to study the advisability of making application to be included under the Civil Service Pension Scheme or some modified form thereof; or of negotiating for the inauguration of a new pension scheme acceptable to the teachers of the Province.

#### *Salaries*

WHEREAS the present teacher salary situation in Alberta is far from being adequate;

AND WHEREAS in spite of the general upward trend in salaries in the Province over the past several years, the advances made have not kept pace with the rising cost of living;

THEREFORE BE IT RESOLVED: That the Provincial Executive make available to all Local Associations each year the most authoritative figures available on all aspects of the relation of teachers' salaries to industry, comparable professions, to the cost of living, take-home pay, etc.



WHEREAS considerable dislocation of salary schedule negotiations has been experienced by the Executive due to improperly devised salary schedules;

THEREFORE BE IT RESOLVED: That a copy of the tentative salary revisions being sought by each Local Association or Negotiating Committees be mailed to Head Office before negotiations are formally instituted.

WHEREAS the principle of collective bargaining is endangered by the practice of teachers demanding salaries above schedule;

AND WHEREAS this practice has not resulted in increases sufficient to compensate for the loss of principle;

AND WHEREAS this practice may have serious repercussions in the near future;

THEREFORE BE IT RESOLVED: That this A.G.M. go on record as definitely opposed to this practice and no longer sanction it.

BE IT RESOLVED: That the 1947 A.G.M. endorse the salary resolution of the Emergent General Meeting of January 3.

### *Sundry*

#### *Vacation Certificates*

BE IT RESOLVED: That the A.T.A. attempt to have Canadian Passenger Association Teachers' and Pupils' Vacation Certificate privileges extended to teachers' wives.

#### *Alberta Educational Council*

BE IT RESOLVED: That a letter of appreciation be forwarded to the Alberta Education Council for the excellent publicity campaign carried on by that organization in support of education.

#### *Income-Tax Deductions*

WHEREAS teaching is now recognized as a profession;

AND WHEREAS members of the teaching profession must continually incur considerable expense in obtain-

ing and in improving their professional qualifications, in order to render efficient service;

THEREFORE BE IT RESOLVED: That the Government of Alberta be strongly urged by the Alberta Teachers' Association to request of the Dominion Government that expenses incurred by teachers for professional advancement be allowed as a deduction from taxable income.

WHEREAS in accepting an appointment from the Department of Education to act as sub-examiner of the Examination papers for the Department in June, the majority of teachers incur considerable extra expense;

THEREFORE BE IT RESOLVED: That the Government of Alberta be strongly urged by the Alberta Teachers' Association to request the Dominion Government to allow as deduction for income-tax purposes a reasonable amount from payment allowed for such occasional earnings.

### *Teacher Shortage*

WHEREAS the acute shortage of teachers in Alberta already has seriously impaired the educational system, and, if not checked, will inevitably lead to a complete breakdown of the educational facilities;

AND WHEREAS it is now indisputable that the shortage of teachers will continue to increase in spite of any improvisations and substitutes for education that have been devised or might be devised;

AND WHEREAS the Alberta Teachers' Association is unalterably of the opinion that no permanent solution of the shortage of teachers is possible unless and until the following principles are established as minimum essentials guaranteed by law to the members of the teaching profession:

- (a) Adequate professional salaries
- (b) Adequate retirement allowances



(c) Absolute professional responsibility

(d) Security of tenure

(e) Absolute personal freedom.

AND IN ADDITION the acceptance by the Provincial Government of the undivided responsibility for supplying the demand for teachers instead of delegating, directly or by implication, the responsibility to Alberta's 235 school boards who have refused and will continue to refuse to accept any share of that responsibility either individually or collectively;

THEREFORE BE IT RESOLVED: That the Government of Alberta be urged to adopt the following measures as minimum essentials in order to rebuild the system of elementary and secondary education in the Province:

1. An immediate increase in teachers' salaries, such increase to bring the salaries to a professional level where they would attract the superior students of the Province, and where they would induce to return to the profession many teachers who have been forced to leave teaching for more remunerative employment.

2. Additional increases in Provincial grants to education, which grants must be designated by the Provincial Government as to be applied to increases in teachers' salaries.

3. Inclusion of teachers in the recently revised Civil Service Pension Plan or an equivalent plan for teachers under a separate act.

4. More teacher participation in school programmes so that teachers shall share in the development and planning of curricula and all other academic activities of the school.

5. The establishment of better standards for the teaching profession—at least two years' training.

6. The institution of a strong, definite, and dynamic recruitment campaign to get superior students to enter the teaching profession in sufficient numbers.

7. The discontinuance, as soon as possible, of the practice of permitting school boards to engage unqualified persons in classrooms under the guise of "correspondence supervisors."

## Resolutions Referred to Provincial Executive

### I. For Further Study

#### *School Register*

WHEREAS the present School Register demands much clerical work by reason of the monthly entering of the names of all students in the classroom;

AND WHEREAS, under certain conditions, students who have been released from school during June final examinations, are marked present on the register;

THEREFORE BE IT RESOLVED: That the Department of Education be requested to consider the revision of the present register to eliminate the existing weaknesses:

- (a) Adoption of a format which would make possible the marking of the register from one list of names.

- (b) That attendance records of students leaving before the end of the school term because their rooms are being used for exami-



nations be closed on the last official teaching day for these students; and further, that the school grants be paid as usual for the full time that these rooms are so closed.

### *Evaluation of Courses*

WHEREAS School Boards and Negotiating Committees are having difficulty in evaluating Shop certificates on a single salary schedule;

AND WHEREAS this works a hardship on a teacher who has taken considerable training and wishes to continue his training;

THEREFORE BE IT RESOLVED: That the Curriculum Committee of the Department of Education and the Faculty of Education be petitioned to make an equitable adjustment for the Industrial Arts teachers, the technical teachers, and other teachers engaged in technical work.

### *Teacher Training*

WHEREAS, in the past, the methods of selecting teacher candidates has not proved to be entirely satisfactory;

AND WHEREAS training techniques and procedures have, in many instances, been wasteful of time, energy and ability;

AND WHEREAS certification has preceded actual demonstration of efficiency on the part of the candidate;

THEREFORE BE IT RESOLVED: That Superintendents and/or Inspectors, on the advice of principals, recommend, to the Department of Education, young people who mentally, physically and socially are potential teaching material; and that an apprenticeship system be instituted under the direction of the Department of Education working through the School of Education with the aid of Superintendents and their principals; and further, that certification of candidates follow the successful completion of the training involving equal periods spent in the School of

Education and in supervised classrooms.

### *Isolation Bonus*

WHEREAS the present method of payment of Isolation Bonus on the basis that the teacher is in isolation and not on the basis that school is in isolation;

AND WHEREAS this works hardship on teachers teaching in an isolated district in which they reside;

THEREFORE BE IT RESOLVED: That the A.G.M. ask the Department of Education to pay an isolation bonus to any teacher, irrespective of residence.

### *Salaries*

BE IT RESOLVED: That the Alberta Teachers' Association make representation to the Legislature to have the basic minimum raised to \$1,500.

(Referred with endorsement of the A.G.M. meeting.)

### *A.T.A. Headquarters*

WHEREAS the present headquarters of the Alberta Teachers' Association in the Imperial Bank Building, Edmonton, is unsuitable for the needs of the Association;

THEREFORE BE IT RESOLVED: That steps be taken to build a permanent Alberta Teachers' Association building in South Edmonton.

### *Administration*

WHEREAS the present system of representation forces certain rural Locals to compete with a large urban Local in elections;

AND WHEREAS this makes it impossible for rural Locals ever to elect a representative;

THEREFORE BE IT RESOLVED: That the present system of representation be changed so that the cities of Calgary and Edmonton each elect one representative to the Pro-



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vincial Executive with the other members to be elected from smaller centres and rural districts.

## II. To Be Referred to the A.T.A. Education Co- ordinating Committee

### Examinations in Grades X and XI

RESOLVED: That examinations be prepared in Grades X and XI based on units of work, these examinations to be standardized as far as possible and used voluntarily throughout the year.

### General Mathematics 2 and General Science 2

WHEREAS a standing of "A" or "B" in General Mathematics 2 or General Science 2 entitles a student to take certain academic electives;

AND WHEREAS certain students who take General Mathematics 2 or General Science 2 obtain a proficiency which should entitle them to credit for the course even though falling below that which should be demanded as a prerequisite for Academic Electives;

THEREFORE BE IT RESOLVED: That the Department be urged to permit a "C" grading for credits in General Mathematics 2 and General Science 2.

### Social Studies

WHEREAS the teaching of Social Studies as laid down in the Course of Studies requires a supply of books and maps beyond that which pupils and teachers can be expected to buy either individually or collectively;

THEREFORE BE IT RESOLVED: That additional assistance for the purchase of the necessary equipment in the teaching of Social Studies is urgently needed.

WHEREAS the teaching of Social Studies requires a laboratory room with proper equipment and proper seating arrangements;

THEREFORE BE IT RESOLVED: That every teacher of Social Studies have a room devoted to that purpose.

BE IT RESOLVED: That every Social Studies class should be entitled to a maximum of twenty-five pupils.

### Science, Health and Social Studies

WHEREAS the present course of study is an inadequate guide;

THEREFORE BE IT RESOLVED: That a list of minimum attainments at the end of each grade in Science, Health and Social Studies be given.

### French

WHEREAS the final French 3 paper is far too difficult for the students;

AND WHEREAS the course is too comprehensive for three years;

THEREFORE BE IT RESOLVED: That we go on record as being of the opinion that thorough teaching cannot be given when so much ground has to be covered.

BE IT RESOLVED: That French should be started in Grades VII or VIII, and a continuous study of the language made right through to Grade XII.

BE IT RESOLVED: that the *Premier Cours de Français* be taken from the course, and *Cours Elementaire* substituted therefor; with the following division recommended:

1st year: First twenty-five lessons.

2nd year: Finish *Cours Elementaire* and cover first eight lessons of *Cours Moyen*.

3rd year: Finish *Cours Moyen*.



### III. To Be Referred to Board of Teacher Education and Certification

WHEREAS it is desirable to bridge the gulf between theory and practice in Progressive Education;

AND WHEREAS teachers do not often have the opportunity to see other teachers and classes in operation, and to benefit from such experience;

THEREFORE BE IT RESOLVED: That this A.G.M. request the Department of Education to include

a demonstration class in the course for the Primary Certificate;

AND BE IT FURTHER RESOLVED: That conditions in this demonstration class approach, in so far as it is practicable, conditions in the average primary classroom in Alberta:

- (a) Consider numbers (not 12-16, but 30-35).
- (b) Eliminate Grade II pupils being taught Grade I work.
- (c) Equipment should be somewhat comparable to the average.

## Proposed Amendment to the By-laws

The following proposed amendment to the By-laws submitted by the Faculty of Education was referred to the Executive, to be considered at July meeting of Executive for recommendations; and thereafter the necessary forms drawn up for presentation to the Fall Conventions.

"Any unemployed teacher, or any teacher who is registered in the Faculty of Education at the University of Alberta, on application for membership as provided for in By-law 2 hereof, and on payment in the Association, which in the

case of an unemployed teacher shall continue for a period of one year, or, alternately, unless and until he secures employment as a teacher within the said year, for a continuous period of one month, or major fraction thereof, and which in the case of a teacher registered in the Faculty of Education shall continue for a period of one year, or, alternately, unless and until he discontinues his studies in the Faculty of Education and does not within one month following the commencement of the Fall term accept employment as a teacher."

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CATALOGUE ON REQUEST



# What Makes a Good Teacher?

By Christian Gauss

(Reprint of article in the *New York Times*, March 7, 1947, under title "Robust Qualities That Make a Good Teacher.")

THERE is an old saying that there are tricks in all trades but ours. Teachers, like butchers, bakers and candlestick makers often cannot tell you exactly what it is they do or why they do it. Like the young lady in the song, they just keep on doing "what comes naturally."

Until fairly recently many college professors still accepted the caricature of themselves which represented them as amiable, bearded, elderly, absent-minded gentlemen. Probably every graduate student in America fifty years ago, at some time or other, heard the story about that distinguished German professor who, after conducting his seminar, came home late one rainy night, tucked his wet umbrella into bed and stood himself up in the corner. If skeptics occasionally made reservations, many were willing to accept this story as at least characteristic and possibly quite true.

Jacques Barzan has finally junked that stereotyped caricature for us. He insists that professors are far less absent-minded than waiters in restaurants and that they do not look a bit more like one another than a comparable number of doctors or mechanics. If it is true that no two professors are outwardly, or indeed inwardly, exactly alike, all good ones do consciously or unconsciously have much the same aims and it is fair to raise the question, "What makes a good teacher?"

This question came to the fore in the Nineteen Thirties when the Carnegie Foundation published its extensive study on "The Student and His Knowledge." On the basis of a series of tests and examinations given

to some fifty thousand representative college students in Pennsylvania, it was found that schools of education and teachers' colleges and institutions for teacher training were working with indifferent material and turning out an unsatisfactory product. Even in liberal arts colleges, graduates who were planning to become teachers were generally found in the lower half of their classes. The intellectual competence and achievement of prospective teachers was second rate, lower than that of men and women planning to enter any of the other learned professions. If, as Horace Mann said, teaching is the "noblest work that man or angels may do," then something is clearly wrong.

William James has left us a highly interesting series of addresses on teaching. Nearly all that he told his contemporaries is valid still and has received added emphasis from recent world history. He held that our faith in education was too naive. We were then too willing to subscribe to the notion that education, any education, was the salvation of democracy. Good teaching, he felt, must be anchored in some adequate conception of what constitutes the good life. It is easier for us to accept this conclusion now that we are so frantically concerned about re-educating the Nazis.

Let us begin, then, by saying that the function of the good teacher is to transform originally selfish and self-centred human material. From kindergarten through college, his continuing task is to make his pupil a different and a better man. I realize that this moral side of teaching has long been at a discount and



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we shall not insist upon it here. Perhaps instead of saying a better man, we should sugar-coat the pill and say "a better-rounded man."

One thing more concerns us here. The originally self-centred and self-satisfied human animal often does not like to be interfered with, does not take kindly to being changed. The process may be painful, since it involves surrendering prejudices and cherished beliefs and makes it necessary for the pupil to give up accustomed landmarks and bearings, and to find new ones.

The Scopes trial in Tennessee illustrated sufficiently how resentful pupils and parents can be when the teacher finds it necessary to present the unwelcome conclusions of scientific inquiry. Conclusions on race, nationalism, economic and social issues may also prove upsetting and a Frenchman has said that prejudices are like nails—the harder you hit them the deeper you drive them in. To discharge such a task the teacher must therefore have a sympathetic understanding of youth.

It may be helpful here if we reverse our field for a moment and present the qualities which the average pupil likes best and likes least in his teachers. F. W. Hart has prepared such a study on the basis of about four thousand replies from high-school seniors. The four most

frequently mentioned characteristics of "best-liked teachers" were the following:

- (1) Helpful with school work; explains things clearly.
- (2) Cheerful, jolly, can take a joke.
- (3) Human, friendly, companionable, one of us.
- (4) Interested in and understands pupils.

The four "least liked" characteristics are perhaps even more to the point:

- (1) Cross, crabby, nagging, sarcastic, loses temper.
- (2) Not helpful with school work; work not planned.
- (3) Has favored students, picks on others.
- (4) Haughty, overbearing, does not know you out of class.

Since such lists are bound to vary with the age level and general make-up of the student body in different schools, each institution could profitably have such a list of its own available to its instructors. What is significant here is that the pupil's attitude is far more largely conditioned by the personal attitude and conduct of the teacher in and outside of his classroom than by any strictly intellectual conclusions which that teacher may be attempting to inculcate.

To correct my own impressions I put the question, What makes a good teacher, to a number of the ablest teachers of my acquaintance. Every one of some 25 replies indicated that certain personal traits were indispensable. The majority used the word "personality." Others indicated that they would have used it save that the word had become too vague. A few used the word "sincerity."

One of our ablest deans of men in the Middle West, in summing up the qualities of the best teachers



under whom he had studied, found that all of them had certain traits in common. "They had good personalities; all were sincere—they were well-rounded individuals, vitally interested in their subjects."

At this point, the problem of what makes the really good teacher often becomes confused with the problem of what makes the merely popular teacher. The merely popular teacher is one who courts the immediate approval of his students. This can be done by flattering those prejudices of his students which good teaching should eradicate. It can be done by over-simplifying the nature of essentially complicated subjects, by making "home work" easy and by grading it softly, thus creating those "gut courses" with large enrollments which tend to multiply on every campus.

Good teaching is often not immediately popular. The good teacher, it should be repeated, must exercise a significant and abiding influence on the intellectual and spiritual development of his students. The man who is determined to succeed as a teacher often corrects his own personal deficiencies and in some measure at least develops the qualities required. Genius in teaching conforms to the old definition, that it is an infinite capacity for taking pains. Diatribes, wholesale indictments, sarcasm, indulgence in self-pity or self-glorification, playing favorites and failure to encourage the student who deserves an "A for Effort" are only a few examples of traits which introduce static into that channel of free communication and sympathetic understanding which must exist between the good teacher and his pupils.

To distinguish between the merely popular and the really good teacher is at times made more difficult by the fact that occasionally the really good teacher, in the long run, becomes

popular as well. This is what happened in the case of one of our ablest teachers of history. I recently asked him, if a young instructor honestly and earnestly wanted to become a good teacher, what advice he would offer him. He gave me off-hand the following five articles:

(1) Watch the faces of your boys. Note if they register approval, bewilderment, opposition. Pay attention only to bewilderment and opposition; the first you can almost always change by enlargement or explanation; the latter you can always either change or soften by the same method, if you try hard enough.

(2) Get up some emotional steam provided you can avoid sentimentality. The boundary is difficult to define.

(3) Try to see to it that three-fourths of the talking is done by the student. (He is speaking here of recitations and discussion groups.)

(4) Avoid sarcasm like the devil. The young hate it and the use thereof is unfair to them.

(5) In the last analysis, it is not a question of what you do and what you say, but how you do it and how you say it.

We must emphasize that we are dealing here with the qualities which make good teachers and not with the qualities which make great scholars. We must not conclude, however, that

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a prospective teacher whose sole stock in trade is an excellent personality can hope to succeed. It is merely one of the prerequisites. He must have much more than this.

(1) The good teacher must have command of a field of knowledge.

(2) He must be able to transmit effectively the results of this command to his students.

No teacher can do a first-class job without meeting both of these requirements. These two imply a third. Except in some highly-specialized sciences no man can have command of any field of knowledge or transmit its results effectively unless he has acquired something approaching mastery of the English language. One of the great French teachers of the nineteenth century never tired of repeating to his students, "The truth lies in fine distinctions." Any lubber can, in Hamlet's phrase, tell a hawk from a handsaw, but the prospective citizen remains a wishful thinker and an easy victim for propagandists until he has learned to make those fine distinctions in which the essence of the truth so often lies. This calls for a fair degree of competence in the use of language.

It is difficult to define briefly the extent of the field which teachers in the various disciplines should be expected to cover. The legitimate fields of inquiry have in recent centuries been so greatly extended that it is impossible for the modern student to pretend to anything like universal knowledge.

Sincerity is a requirement that every good student demands in his teachers. No good teacher, therefore, makes pretensions to first-hand knowledge in areas beyond his competence and avoids mere glibness and superficiality. But in general it may be said that the wider his range the more effective his teaching. A deep and abiding interest in acquiring

knowledge in all fields is a more important asset to the good teacher than the type of Ph.D. research which leads many of our scholars to spend laborious days and nights in learning "more and more about less and less."

By command of a field we mean that the teacher must have made himself familiar with all its outstanding landmarks and the results of significant research, to the point where, without losing himself in a maze of detail, he can add something of his own to an adequate and inclusive presentation. Good teaching is impossible without such mastery; for that much every intelligent student expects before he calls a teacher good. This is so true that in the expressive if inelegant vernacular of the campus, under-graduates characterize a lecture which merely rehashes the material in last year's textbook or current manual as "tripe."

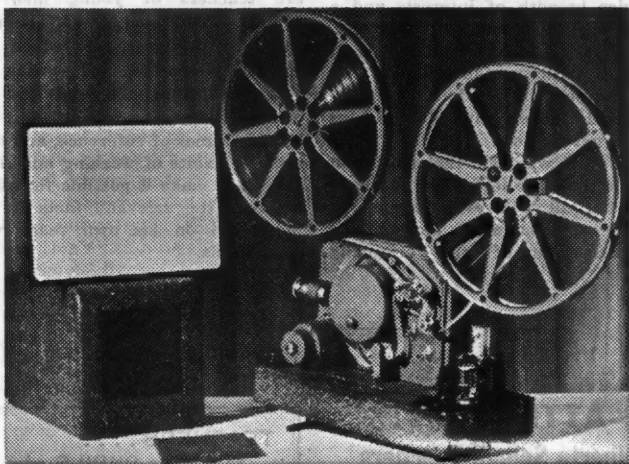
It is reassuring to find that there is no lack of interest in this problem among the younger generation of teachers now carrying on in the colleges. Nor do I find that there is any serious divergence of view. One of my younger colleagues whom I consulted is himself one of our ablest professors of English as well as being a poet, novelist and scholar of distinction. He conducted what became an exciting symposium with a number of other successful young teachers. Most of them agreed that the best over-all key word for the good teacher is "personality." The good teacher must make his students want to learn, not think that they ought to or have to.

Although it is a much-abused word, which for that reason I have sought to avoid, their second major requirement was "culture." All of them distrusted the narrow specialist and felt that on the undergraduate level he rarely had any lasting influence on his students. They insisted that he must have a sense of the



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relationship of his subject to broader issues and communicate that sense.

My friend who conducted the symposium summed up his own conclusions as follows: What makes a good teacher? Enthusiasm, which includes the desire to communicate and a catholic sympathetic interest in students' minds. Culture, which includes breadth of interests and a sense of values and of relevances. Knowledge, which includes a real sense of criticism and a belief that one's subject is not finished, packaged and tied up with blue ribbons and forget-me-nots.

The critic who said that education is what you have left when you have forgotten all you ever learned at college was right in this respect. The transformation of the originally

selfish and self-centered human animal into an enlightened and humane person is far more important than any set of facts or conclusions in particular subjects of study.

The really great school and college teachers are not primarily teachers of biology, English or economics. They are teachers of young men and women. Their success can be measured by the degree to which they correct, humanize and enrich the student's perspective, and give him wider interests, new horizons, enlarged frames of reference, and those sounder habits of working and thinking which make it possible for him to discover the relevant facts in any field, and on his own reach valid conclusions.

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## ATTENTION!

### Alberta School Teachers

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The Alberta W.C.T.U. are offering two scholarships for specialized courses in Scientific Temperance instruction to fully qualified teachers of either sex.

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# Constitutional Changes . . .

The following changes in the Constitution were approved (following the electoral vote in December) by the last Annual General Meeting. They now form part and parcel of the By-laws of the Association.

## Electoral Vote

A majority vote of a regularly called meeting of a local association shall control the entire electoral vote of the local association, and the secretary shall promptly notify the General Secretary-Treasurer of the result. A local association shall be entitled to the same number of electoral votes as delegates by which it would be represented at the Annual General Meeting.

## Amendments to By-laws

Subject to the provisions of the Teaching Profession Act, 1935, and amendments thereto, the Executive Council may amend the By-laws after first securing the approval of the members as expressed by

(1) A majority of the electoral vote; and

(2) A two-thirds majority vote of the Annual General Meeting immediately following.

Alterations and amendments to the By-laws may be proposed by the Executive Council, the Annual General Meeting, or by any Local Association. A Local Association shall submit the draft of any proposed amendment to the General Secretary not later than the last day of June of any year.

All proposed amendments shall be considered by the Executive Council at its first meeting following the last day of June, and the Executive Council shall instruct the General

Secretary to prepare an electoral ballot for submission to the electoral vote as provided in these By-laws.

The Executive Council shall have the right to determine the final draft of the proposed amendment, providing, however, that it shall not have the power to alter the purpose or intention of any amendment proposed by the Annual General Meeting or by a Local Association.

When the proposed amendment involves an alteration affecting more than one item in the existing By-laws, or the addition of more than one item, the General Secretary shall prepare the electoral ballot in such manner that the members may register the electoral vote for or against each item.

The electoral ballot shall be mailed to the secretary, or other responsible officer, and the Councillors, of each Local Association, not later than the last day of September in any year. It shall be the duty of the Local Executive to submit the ballot to a general meeting of the Local Association not later than the last day of December, or at such time as the Executive Council may direct. A majority vote of the General Meeting of the Local shall determine the electoral vote of the Local.

The result of the electoral vote shall be reported by the General Secretary at the Annual General Meeting. If a majority of the electoral vote favors the amendment or alteration, or any part thereof as provided above, the amendment, or part thereof which has secured the majority of the electoral vote, shall be submitted to the vote of the Annual General Meeting not later than the second day thereof.



# Financing Education, III

By A. G. McCalla

Professor of Plant Science, University of Alberta; Convener of School Finance Committee, Alberta Federation of Home and School Associations

ONE often hears that it is futile to discuss the financing of education in Alberta on the basis of the Ontario and British Columbia Acts. Aren't these the richest provinces in Canada? Of course. So they can afford to pay for education on a basis that relieves municipal taxpayers more than anywhere else in Canada. Alberta, on the other hand, is not so wealthy, and the Province cannot undertake to pay what amounts to 50% of education costs.

But now we have the example of Manitoba. After the recent agreement between the Dominion and Manitoba Governments was reached, Premier Garson called in representatives of the municipalities and discussed the adjustment of costs as between Province and the local governments. Some of his remarks will interest you, as an Albertan concerned about education. Among Premier Garson's remarks was a statement to the effect that the new agreement represented a gain of five and a half million dollars, and that it was considered only fair that half of this gain should be used for services financed by municipalities. Then he said:

"Of all expenditures paid out of municipal budgets, the largest, most important, and most continuous is that upon education. There is not a municipality in which the cost of education does not appear not only as the largest single item but one which has been increasing in recent years. . . . We thought, therefore, that this was the item upon which our efforts

should be concentrated. The question was, how best to help the municipalities to finance education's costs?"

After discussing the feasibility of levying a uniform basic tax on land throughout the Province, and the difficulties involved; and the need for the Province to pay such a large contribution towards education that even the "better-off" districts would benefit from a uniform general levy, Premier Garson went on:

"We therefore decided that we would spend by far the greater part of the two and three-quarter million dollars in support of the schools. Our purpose in this is to equalize the taxes upon land for educational purposes from one end of the Province to the other."

"Moreover, we shall do this without imposing any provincial tax."

The new Manitoba scheme works out as follows:

1. \$1,400 per room per year is set as a basic figure in the cost of education.
2. Each municipality is required to levy a tax of 6 mills for school purposes. The levy is based on a "balanced assessment."
3. The Provincial Government will pay to each district sufficient to make up the difference between the amount raised by the local mill rate and the basic \$1,400. (e.g. If a poor rural area has an assessment of only \$30,000 per room, the tax will raise only \$180. The Province will then grant \$1,220 to this district.)



4. If any district wants better services than the \$1,400 per room will provide, and is prepared to pay more for them, it will levy additional tax for its own use.
5. For each high-school room, an additional \$500 is granted by the Province.
6. Where there are more teachers than the number of rooms, the Government will use an alternative figure for number of rooms. This figure shall be the total school population divided by 30.
7. Transportation costs will be increased by paying 40% of average actual costs of transportation.
4. The Provincial grant would therefore be \$312,900.  
(All figures are based on 1946.)
5. This would be 17% of the costs of operating the Edmonton Public Schools in 1946.
6. The Provincial grant that will be made to Edmonton public schools in 1947, according to the Minister of Education, is approximately \$165,000. This is slightly less than 9% of the 1946 costs (the same basis as the 17% arrived at above).

### Conclusion

As has been done in the previous articles, let us apply this to the Edmonton Public School Board. Just what would its position be under this scheme?

1. The basic grant per room would total \$621,600.
2. The extra grant for high schools would total \$44,500.
3. The amount raised by 6 mills on the public school assessment would be \$353,200.

Manitoba has shown that it is possible for a prairie province to shoulder a greater share of the costs of education than has hitherto been done by any of the three provinces. The 17% that Edmonton Public Schools would get is not so high a figure as under the Ontario and British Columbia Acts, but it is nearly double the announced figure for Alberta in 1947. Few Albertans will willingly concede that Manitoba has resources as disproportionately high as these figures indicate.

## The Teacher

The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly re-

markable, I think, that so vast an army of people so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving age. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record.—Herbert Hoover.

(Reprinted from *Manitoba School Journal*, April, 1947)

"Dear Teacher," wrote an indignant mother, "you must not whack Tommy. He is a delicate child and isn't used to it. We never hit him at home except in self-defence."



# To Exclude or . . . . NOT to Exclude

By Sheila C. MacKay

Division of Health Education, Department of Public Health

**S**OME time ago in this magazine, I dared to give the teachers of Alberta some advice regarding the handling of the pediculosis problem in their schools, and at the same time I mentioned incidentally that the provincial communicable disease regulations were in the throes of revision. Now, due to the fact that the latter has actually been completed, I must needs attack these two problems again.

About the communicable disease regulations—I am happy to say that under the new regulations, the teachers of the Province have been given an added authority which should clear up some of these difficulties which have heretofore existed in areas where there are no easily accessible physicians. The clauses pertaining to teacher-responsibility in the act now reads as follows:

"34. When the head teacher or other teacher in any school in a health district ascertains or suspects that any pupil has any communicable disease for which quarantine is required, or that said disease exists in the house of any pupil, he shall forthwith notify the Local Board and the parent or guardian of such pupil, and until a medical certificate is produced from the Local Board that such disease does not exist in said home, such pupil shall not further attend school. *Provided that where no physician is available a pupil may be re-admitted to school if the head teacher is satisfied that the proper period of isolation has elapsed and that the pupil is apparently completely recovered.*

"35. When the Local Board in any health district is aware of the existence in any house of any communicable disease for which quarantine is required, it shall at once notify the head teacher or other teacher of the school, or schools, at which any inmate of such house is in attendance, and if any inmate has been exposed to said disease, the teacher shall forthwith prevent such further attendance until such inmate presents a certificate as provided in section 34, stating that infection no longer exists.

"36. The principal or head teacher of any private school in the Province shall, at least three weeks prior to the commencement of the school term in each year, notify the Local Board of Health of his intention to operate or keep open the school during the year."

You will note that Section 34 now gives the head teacher pre-eminence over lay members of the local Board of Health when it comes to decisions regarding the re-admission of pupils to school.

With regard to pediculosis, Section 27 of the regulations now reads as follows: "The following diseases are declared to be communicable, although the cases need not be reported and children may attend school with these diseases if receiving adequate treatment: Impetigo, Pediculosis (lice), Pinkeye, Scabies (the itch); Ringworm."

At which point I imagine that I can hear much wailing and gnashing of teeth, together with cries of "But what comprises adequate treatment?"



Well, I have consulted with Dr. A. Somerville, Director of Communicable Disease Control for the Province, on this very question, and he has stated that if the teacher has no other criteria by which to judge, it can be assumed that treatment is not adequate unless it has been prescribed by a physician or by an official member of the Health Department.

Do we make ourselves clear? If

not, we will welcome questions at any time.

There are also a few changes in regard to quarantine periods, but these will be included in a new chart which is now being made up and which, we hope, will be distributed with the blessings of the Department of Education to all of the schools in the Province. Those of you who would like complete sets of regulations, however, may write in to this Department for them.

## Reduced Fares in Connection with Summer School

330 Union Station,  
Winnipeg, Man.,  
February 17, 1947.

Mr. A. West, Bursar,  
University of Alberta,  
Edmonton, Alberta.

Mr. M. E. LaZerte,  
Dean, Faculty of Education,  
U. of A.  
Edmonton, Alberta.

Dear Sirs:

I wish to advise that the following arrangements have been authorized in connection with the summer school being operated by the University of Alberta this year:

**TERRITORY:** From all stations in Canada (Port Arthur, Armstrong and west).

### FARES & CONDITIONS OF SALE

- (a) **Going trip**—during period three days prior to opening date and first three days of summer school (Sundays excluded in both cases) teachers, pupils and dependent members of their families may purchase one-way tickets from point of origin to destination, at which summer school is located, at the normal one-way first class, coach class, intermediate class or special coach class fares, and agents will provide each passenger with a *Standard Convention Certificate*, properly completed.
- (b) **Return trip**—During period of not more than three days (Sundays excluded) after closing date of summer school. Agents at points where summer schools are located will honor Standard Con-

vention Certificates when properly signed by the Principal or other authorized officer of the College, and issue one-way tickets to original point of origin as shown on the Certificate, at one-third of the normal one-way first class, coach class, intermediate class or special coach class fares.

- (c) Arrangement applies regardless of number in attendance and validation by Special Agent is not required.
- (d) Tickets for the return trip must read via the same route and be of same class as used on going trip, as indicated on the Standard Convention Certificate.

**RETURN LIMIT**—Tickets on the return journey to be limited to thirty days from closing date of Summer School, such dates to be promulgated by the Canadian Passenger Association.

**STOPOVERS**—Stopovers will be permitted in route within limit of tickets.

**BAGGAGE**—Baggage may be checked in accordance with lawfully filed tariffs.

In order that proper notification may be placed in the hands of ticket agents at an early date, will you please advise by return the opening date and closing date of the various courses at the summer school being operated by the University of Alberta.

Yours Truly,

(Sgd.) Roy H. Powers,  
Vice-Chairman.

May, 1947

27



# Canadian Chamber of Commerce Endorses Salary Claims

By C. S. Mathews

Ontario Manager, The Canadian Chamber of Commerce

(Broadcast over CKEY, January 28, 1947)

(Reprinted from *The Bulletin* of the Ontario Secondary School Teachers' Federation, April, 1947)

**I**N May, 1943, when the business men of Canada had one major objective before them, producing the weapons of war to defeat totalitarianism, our Directors found time to conclude that despite the expenditure of vast sums on Education in Canada, the fact remains that large numbers of Canadians did not continue their education as they should, to the limit of their capacity for using knowledge. This is a loss not only to the children as individuals, future citizens of this country, but also to the Dominion as a whole. Our overall industrial effort will be hampered and, moreover, failure to develop the latent, or potential, capacities of our children means Canada as a nation does not achieve what it should.

Less than a year later, in February, 1944, meeting in the City of Toronto, the National Board of Directors of The Canadian Chamber of Commerce passed a resolution urging both the citizens of Canada generally, through our member Boards of Trade and Chambers of Commerce, as well as provincial organizations of Boards and Chambers, and all educational authorities and organized groups of educators, the importance of the teaching profession receiving adequate salaries. In the preamble of this resolution, it was stated clearly that the Canadian Chamber of Commerce is fully cognizant of the fact that teachers carry a responsibility in our society which has too long gone unrecognized.

The Canadian Chamber of Commerce is a democratic federation and co-ordinating body of 312 Boards of Trade and Chambers of Commerce from coast to coast in this large country. We establish policies, and these policies may originate in the smallest community in Canada, or they may originate in the mind of one of our Directors. On such a matter as education, of course, we cannot do more than suggest action and try to convince the public that we are right. Teachers' salaries are limited as to minimum by provincial legislation separately in the nine provinces. These provincial minima, at the present time, range from \$425 in one province to \$1,200 in two provinces, one of which is Ontario. Above this statutory limit teachers' salaries, as you all know, are set by individual School Board authorities, and it is, therefore, the Canadian Chamber's task to show by democratic means that it is advantageous to increase salaries. We have no power beyond this for action.

At the present time, The Canadian Chamber of Commerce has a committee of six of our Directors, under the chairmanship of Mr. Herbert D. Burns, of Toronto, President of the Bank of Nova Scotia. This committee plans, in the near future, to do all in its power to further the cause of adequate education and higher standards and salaries for the teaching profession. It will be my privilege to serve this committee of our Directors.



I might add that I am not entirely unfamiliar with the problems of teachers or of educators, personally. Twenty-two years ago, I left a farm in Central Alberta to attend Calgary Normal School with the aid of a student loan from the provincial government, and, subsequently, taught a rural school in Alberta for two years. By circumstances of fate, I became the son-in-law of John W. Barnett, who founded and managed the Alberta Teachers' Association and who retired last year and to whom the teachers of this country owe a debt that few of them fully realize. From Mr. Barnett I have gained a personal appreciation of this whole broad problem which I find standing me in good stead in my present duties.

In education, as in many other things, as a young nation, and we need not apologize for this lack, much remains to be done by way of research.

However, we have access to work which has been done in our neighboring country to the south, and some of these conclusions will apply, I am sure, to Canada. I like the title to begin with, "Education, an Investment in People." Education is an essential instrument through which Commerce, Industry and Agriculture can be expanded in rising degree. Education has been, and should continue to be, in the main, a local function, and every community through its various public service organizations, including the Boards of Trade and Chambers of Commerce, should ascertain its own educational status and economic condition and set to work to utilize education as a lever for the community's advancement. Moreover, the communities should join together at the provincial level to the same end.

The cost of education is an investment that citizens and business can well afford in increased measure, lim-

ited only by the ability of the authorities to obtain and allocate necessary funds through taxation. Educational standards and facilities vary widely today as between city and country and as between one section, or region, of Canada and another. The greatest possible levelling off of these variations is desirable in the best interests of the nation. More technical education is not enough; cultural education must accompany all of the different forms of technical education to develop the appetites of people for a better standard of living, which is possible under our Canadian and American way of life. In a democratic country, such as Canada, under a system of private endeavour, initiative and enterprise, business must discover basically sound measures for the distribution of a high standard of living to an ever-increasing majority of our national population. There is no doubt that education is an essential instrument in achieving this objective.

We find, for example, that 50% of those who attained college or a higher level of education reach a \$5,000 annual income or more; whereas, only 39% of those who leave high school and 11% of those who leave public school ever reach this scale of income. There are, of course, exceptions to all rules, but such figures as these, to me, are very convincing. On the question of standard of living, research tells us that per capita retail sales show a steady rise, and in proportion to the educational level of citizens in any

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given geographical area in the United States.

A study has been made of ten representative countries of the world, and five with low incomes and five with high incomes were chosen and their educational and technical levels and economic status compared. We find that one of the richest countries in natural resources, Colombia, in South America, has a low educational and technical training and low income. Denmark, with poor natural resources but high educational and technical training standards, has a high income. Mexico is rich in natural resources but very poor in educational and technical training and has a very low average income. On the other hand, New Zealand has both natural resources and high educational and technical standards and one of the highest average incomes in the world, and so the pattern follows through consistently with all of the ten countries chosen.

If the average person not working in industry or positions where they were aware of the high degree of technical training which many of our citizens require to make a living in our present-day society did not realize it before, they learned during the recent war this need of technical training. The ordinary soldier, the man in the ranks, in the three services in the last war, found himself, when properly trained, an expert on one certain specific job. In civilian life, too, the ordinary citizen today often finds himself responsible for a piece of machinery costing \$100,000. Not only must he be highly trained to permit this machine to give society results of which that machine is capable, but he must also be able to understand the true significance of this elaborate machinery to his own personal economic position, his earning power, his standard of living and all that is included in his position in society. Our business and our economic world becomes more and more

complicated, and unless every citizen, the farmer, the teacher, the clerk, the man at the lathe, understands something of what is behind this complication, then he may use his power as a citizen to lose what it has taken many years to build up, and certainly education equips the citizen of tomorrow to appreciate our modern complicated way of life.

In conclusion, I would like to leave one personal thought with you. The subject of this Forum was, "Are Salary Increases for Toronto Teachers Practicable?" I confess to having treated those exact words quite generally, and I trust you will pardon me for so doing. But does not at least part of the honest answer to this question become another question? Do we *wish* or *see the need* or *the justice* in paying higher salaries to teachers? Because, after all, we live in a democracy where the wish of the majority rules, if it but *will*. Education is a matter much more of good people rather than elaborate buildings and equipment. Given those buildings and equipment, good teaching is simple, but requires the highest type of mind and character to make an impact on modern youth. With the many strong stimuli of modern life competing for attention, educators must be real people, full of enthusiasm and carry a zeal which will compete. The teacher who is underpaid and has found it not worth while to properly train himself or herself because of the salary offered after training cannot live up to these requirements. We cannot hire good teachers if his or her salary is to be based on the ability of the poorest taxpayer in the community to pay School Board taxes.

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# Trustee — Teacher COOPERATION

*By Henry E. Spencer*

President, Alberta School Trustees' Association

**T**HE subject of Education comes more and more to the fore in this Province. While it is of interest to most people, as is shown by the number of organizations which are members of the Alberta Educational Council, the two bodies, the Alberta School Trustees' Association and the Alberta Teachers' Association are two of the most vitally interested; the one being the administrative body, the other the staff. This being the case, it is essential that the two bodies should work together with greatest understanding and harmony.

It is with much pleasure I have witnessed in the past few years a growing understanding between the executive of the two bodies. The urge to cooperate was strengthened with the realization of the need of further aid from the Provincial Government to help finance Education. To work on this problem a joint committee was established and a joint delegation waited on the Government. At a later date, a joint questionnaire was drafted and submitted to the candidates at the last Federal election, impressing upon them the need of some Federal responsibility to try and equalize educational opportunities between Provinces.

In January, 1946, the two executives worked together to invite a number of Provincial-wide organizations to send delegates to an Educational Conference, whose delegates afterwards waited on the Government to stress further recognition of the need of Provincial help. In 1947 the

two organizations with others formed the Alberta Educational Council, which carried out a Provincial-wide publicity campaign to stress the enormous value of education to the Province and to urge that the Province assume at least 50% of the cost of primary and secondary Education.

The above activities are very beneficial, but they are not enough. While the executives of the two organizations have worked together, about the only time the various staffs of teachers meet their respective Boards is at the time their executives go to formulate the annual agreement with regard to salaries, a subject which is very often contentious. I am confident that most trustees and teachers detest this annual bickering which would not be necessary if we had a worth-while Province-wide salary schedule. That is one reason we are asking for it.

While the interests of education are varied and teachers and trustees intensely interested in the subject, they meet rarely save to discuss this subject of salaries. This is very regrettable and is a situation that should be changed. If arrangements could be made to have at least the teachers' executives of their Locals meet from time to time with the Trustee Boards, the subject of education could be discussed from various angles. The Trustees no doubt have much to learn of the problems of the school room and the playground, while those of us who are trustees feel very certain that the teachers would appreciate more fully the difficulties with which



we are faced. Or could conventions part-time overlapping be arranged?

To bring about these suggested conferences would take a certain time and some expense, but no advance is possible without some effort. But where there is a will, there is a way, and I am sure if both bodies realized the importance and give thought to

the subject, some effective arrangements will be planned.

Both our organizations realize we have a responsibility in helping to build an educated public. The boys and girls of today will be the administrators and the public servants of tomorrow. To set them on the right road as useful citizens is our responsibility. Let us do what we can to gain that worth-while goal.

## Kinsmen Trust Scholarships

The Kinsmen Trust is an organization in the United Kingdom formed to collect and take care of funds which parents of children evacuated from the United Kingdom during the war were unable to send at the time to foster parents who cared for these children in the United States and Canada. These funds are now being used to provide the scholarships described below.

Trustees of the Kinsmen Trust include The Rt. Hon. Viscount Bennett, The Lady Tweedsmuir, Lady Louis Mountbatten, C.B.E., and other distinguished people.

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**Eligibility.** The following are eligible for these scholarships: sons and daughters of persons who acted as foster parents of children from the United Kingdom during World War II, or "any relative or nominee of any Canadian who gave hospitality or rendered other substantial service to an evacuated child from the United Kingdom."

**Terms.** The scholarships in all cases provide tuition or training. Some of the scholarships include a

definite provision for maintenance, and in some cases for wages. Incidental expenses will be met by the Kinsmen Trust as far as required, although, where circumstances permit, the payment of passage money by the parent or interested person in Canada will be appreciated. (The Trust intends to arrange for hospitality during vacations in the homes of people in the United Kingdom whose children were evacuated to Canada during the war.

**Priority.** Only a limited number of scholarships are available, although a larger number will be offered later. A selection will therefore have to be made from the applicants for scholarships. Although applicants must have at least an average standard of academic achievement for their age, there will be no competitive educational test. Other factors which will be taken into account in making the selection include character, background and, in some cases, economic necessity.

**Applications** may be obtained from:

The Canadian Educational  
Association,  
677 Dundas Street West,  
Toronto 2B, Ont.

The A.T.A. Magazine



# The Working Minority -- SCHOOL TEACHERS' WIVES

By Louise Walker

(Reprinted from *The Bulletin, Saskatchewan Teachers' Federation*,  
April, 1947)

**F**OR a decade I have associated, directly and indirectly, with teachers. I know a lot of them and a lot about them. Enough to know, for instance, that they would never disregard their training for a moment to speak of themselves in "lots." I've listened to their skills and ills, their attitudes and platitudes, contents and discontents, their dictions and frictions, enunciations and denunciations, psychoses and neuroses. Yes, by and large, I know them pretty well. I've seen them tall and short, old and young, pretty and plain, male and female, well-adjusted, maladjusted; good fits, misfits and in fits. I've heard them cussed and discussed, despised and criticized, praised and belittled.

All told, they make the headlines pretty frequently. In any group struggling for a conversational topic, the teachers are guaranteed to provide a tramping ground for at least two minutes. Every politician picks 'em up and whirls 'em around at least once in every speech. At every meeting of the Legislature, some kindly ex-teacher will pick up some of the mud of their lot to throw around for awhile until he gets it back square in his eye. And so sits down. Every once in a while, even, someone from the die—respectably—hard East will point a quaking finger to the best of them scampering like mad rats to the bumper-crops of more lucrative fields. Yes, they make the news frequently, if not effectively.

But does anyone ever think about that small working minority (and I mean working), the teachers' wives? I'll make a bet. Run down the street and poke the first man or woman in the ribs and say, "What do you think of teachers' wives as a class of people?" And I'll bet two to one the answer will be this. He'll throw up his hands in bewildered indignation and say, "Never think of 'em."

Further perseverance, will bring "neurotic," "stay at home," "mercenary," "pushing," "moody," "bitter," "insipid," "unhappy"—in short, everything from soup to nuts, but mostly nuts. But most of them will say, "Never think of 'em."

That's as it should be, I guess. I don't know any reason particularly why anyone should think about you, teacher's wife.

But I do. I think a great deal about you. Sometimes I immodestly think a great deal of you, too. Not often though. You might say:

"Well, why should anyone think of me? I'm just a woman married to a man who chose me, and whom I chose." Sounds very logical. But don't kid yourself. And don't be kidded. You're married to a profession just as surely as you're wearing last year's hat.

I think one of the basic urges in man and womanhood is to belong—to get his roots down deep and firm in some one spot he can call home. You belong everywhere. Which means you don't belong anywhere. Here to-



day, where you happened to alight. Maybe one year, maybe two, three, four. And then, pfft! gone again. To more money and God alone knows what else. But always striving and working to better yourself, and your means—hoping against reason that some day you'll step into the shoes of Mrs. Gherkinpuss. For years, her husband has sat enthroned on the top and is now tottering on the brink of superannuation. Alas for him! Too long! Too late!

At first you cling with pitiful tenacity to your parental home. When Mrs. Smith says, "Where is your home, Mrs. X?" you smile reservedly and say, "My parents live in Timbuctoo." After a while you bitterly add under your breath, "I have no home." You get your second wind in a few years and say to yourself, "I am a citizen of the world—a cosmopolite. No place means more to me than another. I may love some of these people a little, but not too much, for it will hurt when we part." So you end by loving only your family and yourself.

When you move, don't kid yourself and say you can go back. Once you've left, you're gone and you'd be surprised how quickly your tracks are filled. So you leave.

. . .

You had that house pretty shabbily sweet, you suddenly recall. But the next house will be better, if you're lucky. It might be worse too. Curtains don't fit. Floors are terrible. Needs re-decorating. Poof! Your savings are gone. You never get the best house. For one thing, rent's too high. If it's a teacherage, it's usually not too bad. If you're lucky, it's O.K. You clean and toil and scrub for days to the tune of your refrain, "He leans against the hoe, a brother to the ox." You hang curtains, arrange furniture. You find

that some of the furniture took a bad beating at the hands of the movers. But you smile and quip, "Three moves as good as a fire." And then you go for a drink of water. That crack was too stale even for your mouth.

When you've finished, you stand picking the slivers from your blistered hands. Your back is sore and your feet are achingly flat as you stand beside your spouse surveying the results. Your heart sinks and you feel like throwing up the sponge. But you catch his eye, hollow and black and burning with fatigue like your own. So you smile and remark that it is rather nice. He doesn't smile or remark. So it occurs to you that he hasn't eaten for many hours and you fly to feed the brute.

The kids don't mind all this a bit. They rip and tear in wondrous abandon. You hated to let them wallow in someone else's dirt, but you had no choice. Kids don't take kindly to being hung on the wall while you clean. Thank goodness all the dirt on and around them will soon be your own. No better, but still your own. No less, either, but still your own. To do with as best you can.

Just try to get a woman to come in and clean. She'll not come, in the first place. She'd rather clean for Mrs. Black. And why not? She's done it for years and the pay is steady and not reluctant. If she comes, just try to budget her fees out of your income. Before you'll filch the kid's fruit away from them or ration their vitamin pills, you'll get down, broken back and all, and clean your own dirt. It isn't a clean-cut decision though. You wonder which they need most — a good-natured mother or fruit and pills. So you carry on, hoping a miracle will happen and you can take it in your stride.



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You scan the bills eagerly, hoping that groceries are cheaper here. But alas, they are even higher. You scrimp and save and make do, but not for long. The family must eat. Small reward to have a few pennies saved to pay medical bills for underfed children. So you take the burden on your own battered back. Bread is nine cents a loaf and you can make it for five. So you make it. Cakes are thirty cents a piece and you can make them for twenty. So you make them. Until one fine day your husband emerges from his den and says, "You're working too hard. No more of this business." You feel your aching, feverish brow and conclude he has something there. So you meekly agree when he says, "We buy or we don't eat."

Well, you'll save on clothes. You can't go to rummage sales. You absolutely can't swallow your pride that much. So you make do with the cheapest or what you have. Maybe you accept the cast-offs from relatives who love far more the clink of gold than the sonorous roll of Milton.

You cut and slash and sew and tremble until the kids have clothes of a sort. And you have screaming nerves. From dashing to sew every spare moment between cleaning and brewing and praying that no one will drop in and see this unearthly mess.

They do drop in occasionally. Some out of genuine friendliness. The majority, mercifully. Some out of patronage—the "look-down-the-nose-I-shall-do-the-right-thing" kind. And some out of curiosity. But you don't care what they're like. You're so glad to see friendly faces you could eat them. They are friendliness itself. Invite you here. Take you there. Urge you to do this and that. And you sit there and smile, and wish you could, knowing while you say the right thing, just exactly where you are. Ragged gentility sitting on the fringe of all things and in the centre of nothing. Unless it's free.

You're something like the minister's wife, in a lesser light. Only, she has the comfort of her religion. While you, poor soul, have likely lost yours, sickeningly and reluctantly, in your transition from a naive, wide-eyed bride to a wise and open-eyed wife. Only you know it isn't wisdom. You know its just a bit of science and knowledge battling with scrimping and poverty inside your head, leaving you too beat to think of religion. You hope that when you get a little older and wiser and above the petty business of keeping body and soul in one piece, you'll

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turn to these more aesthetic pursuits.  
You have to, for the kids' sake.

So you hang on to what you have  
and go to church. You get into the  
choir and into the Sunday School.  
You don't mind a bit. It doesn't  
cost a cent.

You go to Ladies' Aid, and the  
Ladies' Aiders are all very earnest  
and pious. You don't have to do a  
thing, just sit back and relax. That  
aid has been the favorite child of so  
many for so long. Even the poor  
reverend bows before its eagle eye.

You must contribute to every  
worthy cause, to every movement,  
just so long as it is a movement. Be-  
sides, there are the teas. There's a  
tea in aid of the blind; a tea in aid  
of the maimed; a tea to aid the lost,  
strayed or stolen, and just a plain  
tea. At all of which you must delve  
down in your shabby purse for a few  
cents. You go because you like them  
and because a woman must live but  
you whimsically wonder if they  
wouldn't have a tea for you if they  
knew just how thin and thinner that  
purse was getting.

Once in a while your harrassed  
spouse rises up and says, "A show,  
my love. My kingdom for a show."

You swallow the crack about it  
not being worth even a cheap side-  
show, and dash for someone to look  
after the kids. That makes three  
times this week at fifty cents a  
throw. You think maybe you'll desert

your post and follow the path of  
baby-sitters. You take in the show.  
It costs a dollar, you think, and hate  
yourself for the mercenary witch you  
have become. You sit in the dark  
and forget there are cares or troubles  
in the world, or gold either. But soon  
the lights come on, you close your  
mouth with a snap, and it is over.  
You're no longer that Hollywood  
glamour gal, but plain Mrs. John S.  
Public—"S" being short for sucker.

Sometimes on long week ends you  
look longingly across the prairie and  
wish you had a car—not a leaping  
Lena, but a sleek, purring, shining  
mile-eater. So you could dump the  
kids in the back and take off for  
a week end. But it's just a wish.  
Go read a book.

What are you saving for, anyway?  
Well, there is that rainy day around  
the bend for you, too. And there are  
the children. Not many. Your  
friends will tell you if you don't know  
it that you can't afford a large  
family. "Can't afford." Around and  
around it goes and stops right back  
at "Can't afford." At least once a  
week every discussion will terminate  
with it.

It will drive you to think things you  
never thought possible. When poor  
Mrs. Green (with an income like your  
own, probably,) stops to pass a  
friendly word, you likely won't hear  
half she says for wondering what her  
income is. Particularly if you've just  
come from a shopping spree. Spree-  
ing like the town's inebriate with a  
keg of root beer. When rich Mrs.  
White, who never gives her money  
a thought, sits holding her purse,  
your scheming mind will superimpose  
upon her innocent face a picture of  
the cat that swallowed the canary.  
If Mrs. Brown, with more kindness  
than savoir-faire, says confidentially,  
"I understand, Mrs. X. You have to



think of the expense." Your accelerated brain will rise and smash her face with one foul blow and shout, "You'll balance my budget, will you!"

But you'll sit there calm and clear-eyed, you'll think. You'll also think, "I have that within me which passeth show," and think you're intellectual. Ah! That's it. "I am intellectual. I have that." But with the next sunrise your hysteria will vanish and it will be, "Am I intellectual?" Later, and more permanently, it will be "Am I?" And you'll pinch yourself.

Oh yes! You'll rationalize and compensate. You'll eat sour grapes and suck sweet lemons. And you'll just plain kid yourself along. You'll accuse people of having a worldly attitude towards gold. While you, with your un-lovely mind, dwells on the unfairness of things. Until you think you're becoming a bolshevist. Because you're a public servant you'll contribute to worthy causes. Then you'll hate yourself when you writhe and groan and accuse them of stealing pennies from your ragged orphans to feed other ragged orphans.

Your orphans! What lies before them? Work! Poverty! Everything the hard way. If poverty develops character—but you absolutely refuse to hear that crack again, even from your own lips. You secretly hope that, with three generations of college-bred parents behind them, they'll have sense enough to turn where gold and not knowledge lies.

Where has it all gotten your husband? Can he give you what he thinks a queen deserves? Can you give him what a king deserves? What have monarchs got that you haven't got? A big ego. Well, that's something. Yours was punched long ago. A good disposition. Yours is unpredictable. You're neurotic. "Uneasy lies the head that wears the crown."

There's one thing you and monarchs have in common. Nerves. Uneasy nerves. But at least they have somewhere to lay their uneasy head that they can call their own. Or if they haven't they can snap their fingers and the lord chamberlain will fetch them an eiderdown pillow. Or buy them a palace that doesn't look like some of the places you've lived in.

Monarchs haven't some of the things you have. They haven't libraries or friends to lend them books, those blessed, blessed friends of harassed, tired minds. They have to buy their own, which isn't nearly so satisfactory. And something else. They haven't each other. Nor have they around them any of the lovely people that you can meet if you really, sincerely want to find them lovely. Nor the deep abiding joy that comes of knowing that you are helping to do work without appreciation, without gold, without glamour, but a work, nevertheless, that is noble and worthwhile. That may light a spark here, kindle a flame there that, in turn, will rise and grow in gathering strength. That will carry before it all the filth, pain, suffering and sorrow, and leave behind renewed hope, courage, love and abiding faith in this tired, battered old world.

Or are you still kidding yourself?

Applications will be received until Friday, May 30, 1947, by the Edmonton Public School Board for the position of assistant supervisor of music. Applicants should have at least an elementary and intermediate teacher's certificate as well as special qualifications in music.

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## BOOK REVIEW

### *Wind Without Rain*

By Selwyn Dewdney

Copp Clark, Toronto; 1946; pp. 506.

Teachers, this novel will provoke thought and discussion on our relations to the community and to other members of our professions. At times you will be annoyed, for surely teachers do not act in "that" way; yet you will laugh, for "this" is just what happens in school; and you will wonder if Mr Dewdney ever taught on your staff to find Dot, John, Angus, or —J. C. Bilbeau.

The easy-going rule of Mr. Nye, principal of West Kirby High School, gives way to that of J. C. Bilbeau. Attracted by the plausible front and efficient routine of "J.C.," young John Westley drifts away from his friend, Angus Macdonald, only to find too late that the tolerance and love inspired by Angus have no place in the rule of fear imposed by Bilbeau. "J.C." would stifle all thought and initiative, of pupil and teacher alike, to produce a well-oiled machine to carry him to the top in the Success Club. How John becomes snared in the web woven by this unprincipled hypocrite, how he betrays his friend, and how he almost wrecks his marriage before he finds himself and fights out to real values, makes a good story.

The author has written critically and sympathetically about a phase of life which has not always been presented so authentically. His book is good reading for teachers. Others also will enjoy it. They will get a picture of what goes on behind the scenes in our schools, though inci-

dents of school routine may be over-developed and many teachers do stay in the profession because they love teaching, not because they can't get out.

To the author, the teacher is just one of the members of the community. Like all others in that community, he has his own life to lead; he, also, is driven by complex forces—and love, not fear, should be the moving force in education.

T. D. B.

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THE RYERSON PRESS, Toronto

*Drama Is Fun,* by Ralph J. Harris, 172 pages. \$1.35.

*Youth and Recreation* (\$1.50), *Youth and Health* (\$1.25), *Youth Challenges the Educators* (\$1.00)—Canadian Youth Commission.

*Rhythmic Arithmetic,* Workbooks 1 and 2, by Harry Amoss. 64 pages each. *Workbook in Business Law, Part 1,* by W. H. Jennings. 118 pages.

LONGMANS, GREEN & COMPANY, Toronto

*The Story of Robinson Crusoe,* adopted and retold by Frank L. Beals (Benjamin H. Sanborn Co.). 86 pages.

*The Land of the English People,* by Alicia Street. 129 pages.

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# The Teacher — KEY TO GUIDANCE

By Dugald S. Arbuckle

**T**HE exact place of the teacher with regard to child guidance may be the cause of some controversy, but the one fact that stands out is that the teacher, whether his influence be positive or negative, does play, and will continue to play, a major role in guidance. Many authorities in the field of personnel work believe that guidance specialists are indispensable in every school, but the cold fact remains that in thousands of Canadian schools today there are no teachers, let alone specialists in guidance. In any discussion of child guidance in Canadian schools, it must be recognized that in a great number of those schools the entire responsibility for guidance will be in the hands of the teacher.

And what, the teacher might reply, can I, already overworked and underpaid, do with regard to this child guidance we hear so much about? The answer is simple enough. If the philosophy of the teacher is such that he is concerned with the whole development of the student as a person rather than with his intellectual training alone, then he *must* be concerned with child guidance. And there are teachers in one-room rural schools, with many grades and an appalling number of students, who are doing a better job of child guidance today than are other teachers who teach one subject to a much smaller number of students in city schools.

The good mathematics teacher is one who is more concerned about his students than he is about his mathematics. And it is this concern about the student that makes the good mathematics teacher, for all the

mathematical knowledge and all the techniques of teaching mathematics in the world will be of no avail if there is a wall of misunderstanding between the student and the teacher. It must be emphasized, however, that concern over the individual child need not be indicative of knowledge about child development. Both are essential.

If we are to assume that the good teacher is one who understands children, can we say that most teachers today are individuals who understand children? Taking as evidence records which teachers write about children, their methods of discipline and the treating of "problem cases," and their interpretation of what makes up "problem behavior" the answer would appear to be, for a great many teachers at least, "No."

Teachers' records are usually statements which are heavily weighed with subjective personal opinion, rather than objective statements of actual facts. Very often in reading a teacher's record about a certain pupil the picture which emerges is one of the teacher, rather than of the pupil. Instead of writing, "During the gym period Paul ran over to John, who was sitting by himself, and said, 'Come on over and help us fix this net, John.' John, without arising, said, 'Oh, to heck with you bums!'" what might appear would be, "During the gym period John acted in a crude and anti-social manner." Another record may read, "Mary is a sweet little girl." What does this tell about Mary? Absolutely nothing!

Problem behavior is too often considered as behavior which upsets the routine of the class, or behavior which



is irritating to the teacher, but behavior which the clinician would regard as serious is often not even noted. Thus the quiet, silent boy who remains aloof from his companions may be deserving of much more attention than the jolly, noisy fellow who shoots spit-balls, but who, nine times out of ten, would be regarded as the problem child?

It is probable that a large proportion of problem cases are so labeled because of two factors:

1. Inability, because of the mental ability of the child, to do the work which is being demanded of him. Why try to hammer geometric theorems into John's head, if the net result is irritation and frustration for both John and the teacher?

2. The fact that the child does not fit into the class structure whose values and ideals the teacher unconsciously accepts as the only one worthy of existence in the social structure. The first day in class John may attack another boy because he wants that boy's seat, but if John's society has taught him that he has the right to possess anything he can get by force and deception, what is unusual about this behavior? And yet in many schools John would be hustled out of the room without any attempt being made to determine the cause of his behavior.

The methods of discipline and the treatment of problem cases often indicate a lack of concern and understanding. If in reply to a request to go to the blackboard to work out a question, Fred says, "Aw, nuts," and walks out of the room, it is obvious that Fred is in some trouble and needs help. The good teacher will be more concerned about the causes of Fred's behavior than about the actual behavior itself. And how will the causes of this behavior be affected if Fred is sent to the principal's office, or strap-

ped, or forced to apologize to the teacher in front of the class? The net effect would be that his present behavior would be still more certain to occur again.

It is obvious, of course, that the very fact that such behavior would occur should act as a red warning light to the teacher. In a classroom where the climate is democratic, and where there is excellent rapport between the teacher and the students, the type of behavior which has been indicated above would probably only be found in students who were new to the room.

When an understanding of the child is present, the philosophy of the teacher and the guidance officer differ not at all. The teacher, in fact, becomes a guidance officer, even though he may be occupied all day long teaching many subjects to many children. He relies more on the strength of the individual child; on what he can do for himself. The child becomes constantly less dependent and more self-reliant. He is understood and accepted as he is; there is a free and permissive atmosphere which allows him to be himself. And strange as it may seem to some, there is no chaos, no confusion, no disorder in such a room.

Two forces drastically affecting the development of the individual are the organism itself and the culture in which that organism is developed.

Individuals grow at different rates, and spurts of growth take place at different times. Growth is not uniform over the whole body, and this difference in segmental growth may determine the job one will do, his physical activities in school, and his resulting social prestige. The prenatal and the pubescent periods are the time of greatest differentiation.

Physiological maturity is closely related to social and intellectual mat-



urity, and there is a positive, but low, correlation between physical and mental growth. Contrary to popular opinion, the strong back is more likely than not to indicate the strong mind. Chronological age is a poor measure of physical, intellectual, and social maturity. A group of children of the same chronological age will show a wide difference in maturity levels, and there will be a similar difference in a typical grade classroom where the traditional system of grading is practiced.

The onset of adolescence has a definite effect on the behavior of an individual, and the wide range in chronological age at which adolescence begins is an important behavioral factor. In a study of 487 girls in the University of Chicago laboratory schools, it was found that the age at which the menarche occurred ranged from 10 to 17 years. It occurred at age 10 for 5 girls, at age fifteen for 29 girls, at age 16 for 8 girls, and at age 17 for one girl. Considering the fact that physical maturity is usually reached about five years after the onset of adolescence, this means that five girls would be physically mature at age 15, while for nine girls adolescence would not even have started. How different these girls would be at age 15 in their attitude toward boys and girls, in their type of play, in their extracurricular activities, and in their social poise.

There is also a notable difference in the physiological maturity of boys and girls. Even at birth, girls are physiologically more mature, and by the time adolescence is reached they are ahead by about two years. The difference in the type of activities enjoyed by boys and girls thus becomes more noticeable as they grow older. Every junior high-school teacher knows of the difficulties he meets in having class parties. The girls want to dance, and they are very much aware that boys are boys,

but their unfortunate male classmates are generally regarded as being too young and unsophisticated! The boys, on the other hand, die a thousand deaths every time they try to dance—if they try at all—and they would be far happier playing with their male gang.

Significant to the teacher, too, is the fact that for a certain period the advanced physical maturity of the girls over the boys is illustrated by an actual gain in height and weight. Quite often the girl who is around 12 years of age will be taller and heavier than the boy of a similar chronological age.

Culture might be considered as an interaction of man with his environment, and as an individual learns his culture he becomes socialized. There are different cultures in every nation—racial groups, ethnic groups, and classes. The idea of just what growing up means differs with each culture; thus the middle class teacher usually attempts to force her value patterns onto the child, even though his value patterns may be quite different. The teacher cannot ignore the fact that the child of middle class status acquires different social goals, needs, and codes of right and wrong than does the child in the lower or upper classes, and they also experience different rewards and punishments.

The middle class is notable for its strongly developed sense of social anxiety. It is organized and motivated to achieve, and education tends

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to push the middle class person upward, and attract the lower class to the middle class. The development of this social anxiety and striving has been carried to the extreme and the results are fraught with danger. This is definitely not in line with the philosophy of accepting the child as he is, and raises the question as to whether or not middle-class values must always be superior to those of the middle class, and whether the child's development is being furthered or hindered by forcing these values upon him.

It may be distasteful to some teachers to think of class structure in a democratic society, but we cannot ignore what is obviously true because we do not like it. The school should attempt to break down or at least dull the cutting edge of class distinction, but instead it often tends to reinforce the class structure.

In our present confusion of complex social patterns, the social problems of youth are increasing day by day. The school—and the teacher—cannot afford to ignore them.

## Features of Schedule as Agreed to by Teachers' Committee and Taber Divisional Board

### YEARS OF TRAINING

	1 Year	2 Years	3 Years	4 Years Degree	
Basic .....	\$1,300	\$1,500	\$1,700	\$2,000	No experience
	1,500	1,700	1,900	2,200	1 year experience
	1,600	1,800	2,000	2,300	2 years' experience
	1,700	1,900	2,100	2,400	3 years' experience
	1,800	2,000	2,200	2,500	4 years' experience
	1,900	2,100	2,300	2,600	5 years' experience
	<u>1,950</u>	2,200	2,400	2,700	6 years' experience
		<u>2,250</u>	2,500	2,800	7 years' experience
			<u>2,550</u>	2,900	8 years' experience
				<u>3,000</u>	9 years' experience

### Payment for Experience:

\$200 for first year; \$100 for each year to a maximum of 50% of basic minimum.

### Summer School Courses:

For increased training and special qualifications; payment is based on a proportion of the spread in years of training in relation to the time and courses required for each year of training; all summer-school courses since 1935 under the Department of Education may be evaluated at the Faculty of Education, according to announcement made in the issue of February's paper.



# LETTER BOX

## Public Service Pensions Act

Edmonton, Alberta,

April 15, 1947.

Dear Mr. Ansley:

In compliance with the request of your Annual General Meeting for a written statement respecting the recently passed Public Service Pension Act, I enclose a summary which I have prepared.

Yours very truly,

W. H. Swift,

Deputy Minister.

## The Public Service Pension Act

The chief features of the Act are as follows:

1. There is established a fund which is administered by a board of three, all appointed by Order-in-Council, but one of whom represents the Civil Service Association.
2. Each employee contributes, by way of deduction from his pay cheques, 5% of his salary. An account is kept covering his contributions.
3. The government pays into the fund an amount equal to that paid by each employee.
4. There is added to the contributions, both individual and governmental, semi-annually, 3% interest.
5. No employee contributes for more than 35 years nor beyond the age of 65, even though retained in service beyond that age.
6. The "normal pension" of an employee is determined by multiplying the following factors:
  - (a) years of service between age 30 and age 65;
  - (b) 2% of the average salary received during the last five years of pensionable service (i.e. prior to age 65).
- It will be observed that the maximum annual pension is 70% of the average salary over the last five years.
7. A "normal pension" is a pension for life payable to the employee and guaranteed for five years, and payable during the residual period to a beneficiary named by the pensioner.
8. Instead of a normal pension the pensioner may elect the actuarial equivalent of it following one of several plans, including joint life plans.
9. While the new Act replaces the old Superannuation Act employees carry forward from the period of the former Act their superannuation accounts and periods of service.
10. Retirement is obligatory at 65 years, and optional after 60 years providing the employee has served for 25 years, but the Lieutenant-Governor in Council may, for cause, retain an employee longer or retire him earlier than is normally provided. Employees suffering total disability are provided for in this manner.
11. An employee leaving the service prior to becoming pensionable receives back the amount standing to his credit in the Fund, but not the government's contribution; except that if he has served less than five years he receives no return.
12. In the event of death while in service, there is paid to a benefi-



iary which the employee has named the amount standing to his credit in the Fund plus \$1,500, or plus, in the case of a widow, an amount equal to that in his account, whichever is greater. This may be paid in instalments at the decision of the Board. If the employee dies after age 55, a widow may be paid instead a pension equal to one-half that which would have been paid to the employee as of the date of death.

13. No direct provision is made for the modification of annuities being paid to annuitants under the former Act, but provision is made for a review of the adequacy of such annuities with power vested in the Executive Council to act.

While the Act is not clear on this point, it is presumed that the various accounts will be by way of book entry only, the Province being responsible for the payments from the Fund, required each year, out of general revenue. There will, presumably, be no problem of investment of funds, the 3% being guaranteed by the Province for the time being, at least.

It is understood that the scheme is actuarially sound in this respect, that the contributions, individual and governmental, plus the 3% interest, and the accumulation of amounts not refunded to employees who serve less than five years, are expected to equal the obligations of the Fund. It is provided, however, that any deficiency be made up by the Province.

The above statement should not be regarded as in any sense official, but represents an understanding of the Act based upon examination of it and informal discussions. Many aspects of its administration will depend upon the decisions of the Board, which is given considerable discretionary power.

## *Life in Alberta Schools*

Whitemud Creek, Alta.

April 8, 1947.

Dear Mr. Ansley:

Would you kindly use this letter in a way that may do somebody some good, some day? The shortage of teachers is a real problem in Alberta. Perhaps the life of a teacher here at Smithreade School will help to give a little better understanding of that problem.

The school is on the south side of Little Smoky river, twenty-five miles from Falher. The river banks are steep and winding, and some places are called "suicide" turns.

Since last July, there has been a little make-shift ferry, which operates only when water is high. In the fall, only the strongest-built vehicles can ford the river across huge boulders which damage wagons, trucks, false teeth and men's tempers.

Because of this uncertain river crossing, people here seldom get even to Falher.

Since our coming here last September, we have spent one miserable night at a halfbreed's cottage, vermin-infested to the nth degree, on our return from the fall convention. On November 30, we went to purchase Xmas treats for the school children, but we were stalled half way up the hill in a heavy snow storm. We paid \$3.00 to get towed, as we had lost our chains. We arrived home at 5 a.m. The fruit was frost-touched, and half of it went bad before Xmas. Another time my husband had to pay, and



was glad to do so, \$5.00 to get pulled out of a ditch at 1:30 a.m., after having lost several tools trying to get out without help. It cost us over \$100.00 to repair the truck which was damaged in the last fording before freeze-up.

I get my letters ten to fifteen days after they have been mailed in Alberta. I can never attend local teachers' meetings, as the announcements come at least a week after the meetings.

Yet the regulations say I am not entitled to an isolation bonus. Something is wrong.

Any young teacher, coming here, is not overpaid for the real isolation. But I am equally as isolated. I can't get in to see a dentist, nor a doctor, attend meetings or get the needed supplies.

When you consider as well the huge school with only a small wood stove to heat it, an unfinished house, much, much too cold for our winters, only snow-water to drink in winter—and this week there is no snow and no water supplied whatever — well, it probably all adds up to the teacher shortage. By the way, I am now using boiled ditch water, but that is drying up too.—Yours very truly,

MRS. V. F. B.

Box 151, Red Deer, Alberta,  
April 15, 1947.

The Editor,  
Imperial Bank Bldg.,  
Edmonton, Alberta.

Dear Sir:

Having just completed my income-tax form, I find I have cleared \$1,162.44 for 1946.

If I had supervised at \$6.00 a day for a 200-day year, I would have cleared \$1,051.00 after income-tax was paid.

Therefore, I earned \$111.44 more for Normal, 3½ years' experience,

May, 1947

summer school and for being an excellent janitor.

There are some who believe teachers are Florence Nightingales with books. There are some who have other names for them.

Yours truly,

M. E. F.

*Letters about unusual experiences of teachers are requested by the Editor of The A.T.A. Magazine. They will be published with the name of the teacher, or the initials, or with a pseudonym, but must be forwarded to the Editor duly signed by the teacher.*

The artist kissed his model. "I bet you do that to all your models," she said.

"No," he said, "you are the first."

"How many models have you had?"

"Four," he answered, "a rose, an onion, a banana, and you."

My granddad viewing earth's worn cogs,

Said, "Youth is going to the dogs!"

His granddad in his house of logs

Said, "Youth is going to the dogs!"

His granddad in the Flemish bogs

Said, "Youth is going to the dogs!"

Here's one thing I have to state:

The dogs have had a good long wait!

—Christine Scharling,

Anthony Staff Bulletin.

Educational Courier.

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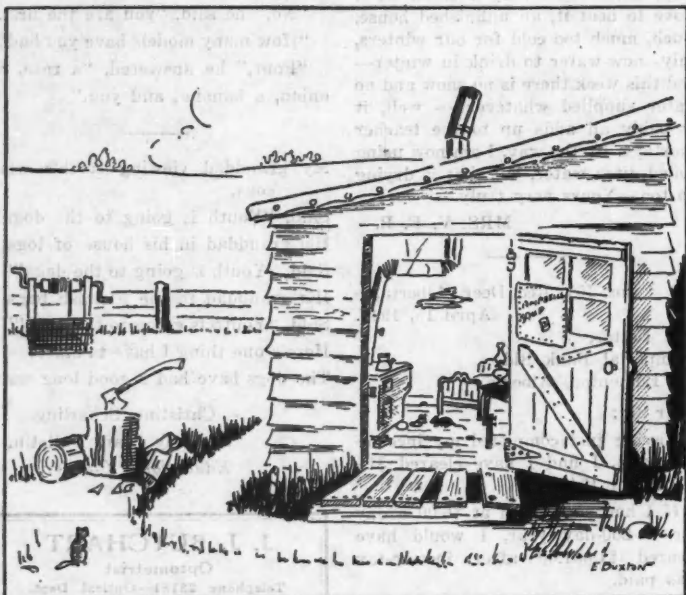
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## Official Bulletin, Department of Education

No. 104

### Notice to Principals of High Schools and to Grade XII Students

#### Department of Education Teacher Training Scholarships

The Government of the Province of Alberta will grant scholarships to candidates who enrol in the Faculty of Education, University of Alberta, Calgary or Edmonton, in September, 1947. Conditions of award are as follows:

1. There shall be available two hundred scholarships in the amount of \$200.00 each.

2. One hundred and seventy-five scholarships shall be available to candidates enrolling in the one-year program leading to the Junior Elementary and Intermediate School Certificate. Twenty-five scholarships shall be available to candidates enrolling in the first year of the two-year program leading directly to the Senior Elementary and Intermediate School Certificate.

3. The Scholarships shall be available to candidates who have met, in full, the matriculation requirements of the Faculty of Education. In the event that more than two hundred applications are received, the scholarships shall be awarded in order of merit as represented by the average marks obtained by the candidates in English 3, Social Studies 3 and two other Grade XII examination subjects. With respect to the two other Grade XII subjects, the student may offer subjects in which he has the highest marks.

4. In the event that fewer than two hundred fully matriculated students make application, it is proposed that \$100.00 scholarships be granted to students possessing a High School Diploma, but who do not meet the matriculation requirements; and that the basis of the award in order of merit should be the average standing on English 3 and Social Studies 3, with preference given to those candidates who hold additional Grade XII examination subject standing.

5. Candidates for the scholarships will be expected to meet the following requirements:

(a) The candidate must be a British subject and a resident of the Province of Alberta.

(b) The candidate must be of such an age that he will be at least 18 years old at the time that he qualifies for a teaching certificate.

(c) Students will not be awarded scholarships if for reason of personality or other factor they are not, in the opinion of the Faculty of Education, acceptable candidates for teaching.

(d) Students who accept the scholarships will be expected to sign an agreement undertaking to teach in Alberta for three years at least, or to refund a proportionate portion of the scholarship.

6. One-half of the amount of the scholarship will be paid at the end



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of October, providing no recommendation to the contrary is received from the Faculty of Education. The remainder will be paid early in January.

7. In addition to the awarding of scholarships to selected candidates, the Department of Education will continue to pay the tuition fees of all students enrolled in the Junior Elementary and Intermediate School Certificate (one-year) course.

8. The Department of Education is ready now to receive requests for application forms. Applications for the scholarships must be made to the Deputy Minister, Department of Education, Edmonton, prior to August 1, 1947. Later applicants will have their cases considered should there remain any unfilled places, but late applicants cannot regard themselves as discriminated against, even though their standing may be higher than that of someone to whom an award has been made.

9. Information relative to courses and admission requirements may be obtained from: The Dean, Faculty of Education, University of Alberta, Edmonton, Alberta.

## Empire Day Programme

The Imperial Order Daughters of the Empire suggests the following Empire Day Programme, which might be used by those teachers who have not already planned a programme of their own.

### Programme

1. The Maple Leaf or O Canada  
(Played on piano or gramophone,  
all standing at attention)  
... Sung by All Pupils

2. Psalm 100—Read by a Senior Pupil.  
The Lord's Prayer in unison.

3. Welcome to Visitors  
... By Pupil Chairman

4. Story of Empire Day  
... By the Teacher

5. The History of the Union Jack

... By a Senior Pupil  
(a) Junior pupils illustrating its origin by means of colored cardboard crosses (based on I.O.D.E. flag folder).

(b) Immediately the Union Jack has been completed another pupil recites: "The Union Jack, our Empire Flag, stands for Justice and Freedom for all who live beneath its folds and for honest dealing between all nations."

6. Select one of the following:

(a) A pageant, "The Children of the Empire" (which could be worked out in Social Study periods as a school project)

(b) The British Empire

... By a World War II Veteran

(c) Empire Day Records

... H.M. King George VI  
(Coronation 1937) Victor 180834  
\$1.00, and other records

7. Patriotic March and Song  
on Record.

8. Salute to the Flag.

9. God Save the King.

10. Standard Bearer marches out with Flag, while audience stands at attention as requested by the Chair.  
Children dismiss, marching to appropriate music.



## Audio-Visual Aids Branch

### Filmstrips

The following set of Jam Handy filmstrips has been added to the Audio-Visual Aids Branch library since the last Supplementary Film-strip Bulletin, March 1947, was issued:

- P-337 Units of Measurement  
(IX; VII-XII)
- P-338 Force (X; VII-XII)
- P-339 Force and Velocity as Vectors  
(X; IX-XII)
- P-340 Uniform Motion  
(X; IX-XII)
- P-341 Uniformly Accelerated Motion  
(X; X-XII)
- P-342 Newton's Laws of Motion  
(X; VIII-XII)
- P-343 Gravitation  
(X; VIII-XII)
- P-344 Rotary Motion  
(X; IX-XII)
- P-345 Centrifugal Force  
(X; IX-XII)
- P-346 Work  
(X; IX-XII)
- P-347 Energy  
(X; IX-XII)
- P-348 Power  
(X; IX-XII)
- P-349 Friction  
(X; IX-XII)
- P-350 Simple Machines  
(X; IX-XII)

Those who have used the Jam Handy sets on Fluids, Basic Electricity, and Basic Bird Study will be aware of the fact that the sets are carefully designed for teaching purposes.

The Audio-Visual Aids Branch has also recently previewed and purchased a number of new sets of

filmstrips, many of which are in color and have been designed especially for the junior grades. Among these is a set on Punctuation marks, imaginatively illustrated in color—a new and interesting departure in visual aids. Inasmuch as these sets have not been delivered, they will be listed next month. The indications definitely are that many such filmstrips are coming on the market—in color, designed for teaching, suitable for the junior grades. The variety and quality is being increased extensively.

### Films

New films added to the library are (with grade spread in brackets):

- T-302 Making Shoes (Manufacture)  
(VII-XII)
- T-301 The Mailman  
(II-VI)
- T-1013 School Bus Operation  
(Administration)
- T-300 Atomic Energy (Physics)  
(IX-XII)
- T-299 Petroleum  
(VIII-X)
- T-298 Water Cycle  
(VI-X)
- T-297 The Electron  
(IX-XII)
- T-296 Earthquakes  
(X-XII)
- T-306 Liszt's Hungarian Rhapsody  
No. 2. Paderewski.  
(VII-XII)
- T-304 Listen to the Prairies  
(Musical) (VII-XI)
- T-305 Four Seasons  
(Gatineau Country)  
(IV-VIII)
- Q-265 Bacteria  
(IX-XII)

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## To Teachers

The Audio-Visual Aids Branch will be glad to cooperate with any teacher who wishes to experiment with the educational use of any visual aid. Where the visual aid is desired for a more than ordinary length of time, we will be glad to try to arrange this.

If extra 16mm. film is desired in order to test the operation of a projector or to train teachers in its use, kindly write and request the same.

## Royal Roads

The Royal Canadian Naval College at Royal Roads, B.C., has just

been reorganized as H.M.C.S. Royal Roads (the R.C.N.-R.C.A.F. College), and will accept both Naval and Air Force Cadets for the new term in September, 1947. Particulars regarding this College and its operation are given in a new prospectus, a copy of which has been sent to the Principal of each high school. An application form is included at the end of the prospectus, but additional forms may be obtained from Naval service Headquarters, Air Force Headquarters, or any Naval Division or Air Force Unit. Applications must be in by May 30, 1947.

## Teacher Shortage

(From March, 1947, C.T.F. Newsletter)

The main topic of the annual convention next summer will be teacher shortage. What is the basic cause of shortage of teachers today? Two main causes have been shown through surveys carried on in the United States, Great Britain and Canada—lack of proper appreciation of the value of the teacher to the community and, consequently, lack of proper remuneration to hold well-qualified teachers in their position and to attract the proper type of student into the profession.

The crisis is so alarming at the present time that every citizen of this country should consider it his patriotic duty to remedy these two basic causes. In Great Britain the remedy has been applied, and today teaching is one of the honored professions of that country and there are three men entering the profession for every woman, which is a sign that the profession has gained prestige to such an extent that men are following it as a life work.

From surveys made by the New York Times, conditions are more deplorable in the United States than in Canada, and the only remedy they can offer lies in an aroused public opinion.

The picture is anything but bright in Canada, with her 7,900 unqualified persons teaching in the schools and shaping the future of our young people.

Although salaries are increasing, constant watchfulness and aggressiveness on the part of teachers' organizations are the most effective methods of keeping the public informed as to the situation in regard to the improper training that their children are now receiving due to present conditions.

The resolution of the Canadian Teachers' Federation demanding that Departments of Education allow only duly qualified persons to teach is a step in the right direction.



# The MATH-SCI Corner

D. L. SHORTLIFFE  
Edmonton

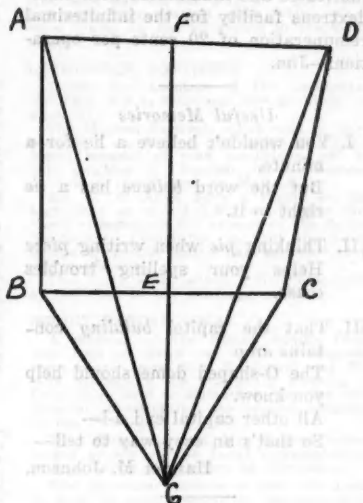
HELEN MORRISON  
Calgary

Contributions may be sent to D. L. Shortliffe, Victoria High School, Edmonton, or to Helen Morrison, University Demonstration School, Calgary.

Here is a little puzzle for some bright pupil to solve.

ABC is a quadrilateral, with  $AB=DC$ , angle  $ABC=90^\circ$ , angle  $BCD=100^\circ$ . Draw the right bisectors of BC and AD. These right bisectors meet at G. Triangles BEG, CEG are congruent. Hence angles GBE, GCE are equal, and  $GB=GC$ .

Triangles AFG, DFG are congruent. Hence  $GA=GD$ . Triangles ABG, DCG are congruent. Hence angles ABG, DCG are equal. But angles GBE, GCE are equal. Hence remaining angles ABC, DCE are equal. Therefore  $90=100$ .



## Science Briefs

Spring-blooming shrubs are best pruned after flowers have faded.



Copper and brass ornaments in a house can be cleaned with hot vinegar or lemon juice and salt.



In the Western Hemisphere, Mexico and Puerto Rico stand the highest in birth rate; they stand high also in death rate and population increase rate.



Shady lawns that get as much as three hours of sunshine a day do not need special grass seed; the soil, however, may need special treatment because of the tree roots.



Australian cave paintings, thought to date back to Australia's stone age,

were annually retouched by Australian natives before the arrival of white men with red and yellow ochre and pipeclay white.



"Contact lenses" are now being made of crystal clear "Lucite" acrylic resin.



Fish are the source of most oils used in the tanning industry.



Cows on New Zealand's large dairy farms are milked by machines in an "assembly-line" procedure; they enter the milking shed in single file to a stall at the head of the line and, after being milked, pass out through the front of the stall.





# RIB TICKLERS



## What Is It?

"Pedal habiliments artistically lubricated and illuminated with ambidextrous facility for the infinitesimal remuneration of 20 cents per operation.—Jim.

## Useful Memories

- I. You wouldn't believe a lie for a minute,  
But the word *believe* has a lie right in it.
- II. Thinking *pie* when writing *piece*  
Helps your spelling troubles cease.
- III. That the capitol *building* contains an *o*  
The O-shaped dome should help you know.  
All other capital end a-l—  
So that's an easy way to tell—

Harriet M. Johnson.

Landlady showing college student his room: "As a whole, this room is quite nice, don't you think?" she said.

"I suppose so," he agreed. "But as a room it's not so good."

Love makes the world go 'round—  
so does a good swallow of tobacco juice.

Twin brothers, 25 years old, were marooned by a freeze-in at the North Pole. Each day, for exercise, the two ran in circles in opposite directions around the Pole.

Now, it is well known that each time a traveller circles the Pole he loses or gains a day when he crosses the international date line. When

the expedition finally returned to this country, one of the twin brothers had a long beard and was carrying his baby brother in his arms.

The two commercial travellers were discussing the careless manner in which trunks and suitcases are handled by some railway companies.

"I had a very cute idea for preventing that once," said one of them, smiling reminiscently. "I labelled each of my bags 'With care—China.'"

"And did that have any effect?"

"Well, I don't know; you see, they shipped the whole darn lot to Hong Kong."

An elderly couple had been sitting in front of the evening fire a long time without speaking. At last the husband inquired: "What are you thinking about?"

The wife replied: "I was just thinking how long we have lived together and that it couldn't go on forever like this. The time will soon come when one of us will have to go."

"Yes," assented the old man, "but it is no use to worry about that now, Mother."

"No," was the calm reply. "But I was just thinking that when it does happen I would like to go to California to live."

Woman in traffic court: "I was driving down Main Street with my husband at the wheel . . ."

—Saturday Evening Post.



# Local News

## TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

### CALGARY

The monthly meeting of the A.T.A. Calgary Local No. 45 was held at the Elks Building in Calgary on Saturday afternoon, April 19. A very accurate and interesting account of the Easter activities in Edmonton was given by our councillor to the convention, Mr. Folkard.

Our Salary Schedule and its comparison with other Divisions was discussed briefly prior to a lengthy conference on this year's track meet procedure. A committee was appointed to complete arrangements.

On behalf of the Crossfield staff, Mr. Mumby suggested establishing Sub-locals in outlying districts in the Division. This was tabled, and a further suggestion resulted in a change in day and time for the next meeting, and each one thereafter if this plan is more successful than the one followed now. The meetings will now be Friday evening instead of Saturday afternoon.

A good representation of teachers turned out for this meeting. Let us hope that at the next meeting it will be even better.

### COALDALE

Twenty-six members of the Coaldale Sub-local met at the new McNally School on April 14. A memo of recommendations was made to be discussed previous to the next festival. Mr. Baker reported on the general A.T.A. meeting. He outlined the proposed pension scheme. There was a short discussion on the coming track meet. Just a few minor points were changed. May 23 was set as the date for the meet.

Lunch was served by the McNally staff, after which there was a tour of the building.

### DRUMHELLER

The regular meeting of the Drumheller Sub-local of the A.T.A. was held on Wednesday, April 16, in the Home Economics Room at 7 p.m.

A record number of members turned out to hear a report, by Mr. Bryant, on the A.G.M. held in Edmonton during Easter week, and to learn of the progress made in salary negotiations of Division 55, clearly presented by Mr. Cliff Harvey and Mr. Fabian. The Musical Festival was also discussed.

It is hoped that all these members will be present at all subsequent meetings of their organization. Remember the next meeting will be held on May 21.

At the close of the meeting tea and doughnuts were enjoyed by all.

### FOOTHILLS

Our Local met in the Grade XII room on March 11. Twelve members were present. Three teachers from the Reid Hill School, Miss M. Christofferson from Red Cross, and the eight teachers on the Vulcan staff.

Mrs. E. O'Connell, the President, gave a talk on supporting some of the resolutions that will be voted on at the Easter Convention. Mr. J. Majakey reported on the meeting he attended at High River.

While coffee and cake were served in round-table fashion, the members discussed the holding of a track meet.

\* \* \*

A second meeting was held on March 17 to thoroughly discuss and plan a track meet. Mr. E. Kumin moved that we accept the Athletic Association's offer to sponsor the track meet. It was seconded by Miss H. Cameron and carried. A tentative date was set for May 30. Ice cream and tarts were served after which plans were drawn up for all events in the track meet.

### LETHBRIDGE NORTHERN

Twenty-five teachers of the Lethbridge Northern A.T.A. Sub-local met at Turin on April 17.

The Musical Festival, which was to have been held on April 2, but which was postponed because of road conditions, will be held on May 2. Further, it was decided to hold a track meet on May 16.

Mr. C. M. Allen gave a report on the highlights at the A.G.M., while Miss McVeety reported on the success of the Salary Negotiating Committee, in that the Lethbridge Divisional Board had accepted their salary schedule.

The Turin staff served a delicious lunch at the close of the meeting.

### MOUNT RUNDLE LOCAL

A meeting of the Mount Rundle Local was held in Banff on April 1. Reports were heard from Miss Kobianski and Mr. Gish concerning the emergency meeting of Councillors held in Edmonton, for the purpose of investigating the teacher shortage in the Province.

Miss Kobianski and Mr. Fyckes volunteered to act as the Local representatives at the Easter Convention in Edmonton.

The Canmore teachers invited the Local to hold its next meeting in Canmore after the Easter Convention.

The meeting was adjourned, and a very enjoyable lunch was served by the Banff teachers.

\* \* \*

A meeting of the Mount Rundle Local was held in the Canmore School on April 22. Miss Kobianski and Mr. Fyckes gave a detailed outline of the speeches which they had heard at the Easter Convention in Edmonton. The reports dealt mostly with the resolutions and pension scheme.

It was decided to hold an inter-scholastic track meet between Canmore and Banff in the Fall.

The meeting was adjourned, and a very enjoyable lunch was served by the Canmore teachers.

### MUNDARE

The first meeting of the Mundare Sub-local was held on October 11, 1946, at the Mundare School.

The following officers were elected: President, Mr. Maiko; Vice-President, Mr. Babil; Secretary, Mr. Stanley Ruzcyk.

Nominations were opened for the Fall Convention.

Correspondence from the A.T.A. regarding the By-laws was read and discussed.

The Lamont Municipal and School Gazette was discussed.

\* \* \*



The second meeting of the Mundare Sub-local was held at Mundare on February 28, 1947.

The teachers' salaries were discussed. Mr. Ewachnuik gave a report on the salary negotiations with the Lamont School Division.

The Mundare Sub-local agreed unanimously that the minimum and maximum salaries of teachers should be around \$1,500 and \$2,700, respectively.

Motion Picture Machines and Sound Films were discussed. The advantages of the usefulness of such instruction to the pupils were discussed. The teachers felt that the Divisional Board should be approached about this matter.

#### OLDS

The April meeting of the Olds Local was held on Monday 22 in the Home Economics room in Didsbury High School. Interest seemed to be keen as twenty-four members attended—everybody on time. Various subjects came up for discussion, including hockey, musical festivals, and salary schedules. It was decided to hold a picnic to take the place of the May meeting. The picnic will be held at Sundre.

#### PONOKA

A meeting of the Ponoka Local was held in the Ponoka School on Saturday, April 26, with twenty-three teachers present. Mr. H. Larsen, Ponoka Principal and A.T.A. councillor, gave an enlightening talk on the main features of the recent A.G.M. Mr. R. Galvin, Vice-Principal, then led a discussion on the salary schedule to be presented to the Divisional Board.

#### RED DEER

The Red Deer Sub-local held their organization meeting in the Red Deer City Hall on December 6. The following officers were elected: President, F. R. Bazant, Vice-President, Miss W. Cutler; Sec.-Treas. and Press Correspondent, Miss D. Bower; District Councillor, Mrs. D. Hankins. Since then we have had a meeting a month, at which the salary schedule was the main topic for discussion.

#### ROCHESTER-TAWATINAW

The March meeting of the Rochester-Tawatinaw Sub-local was held in the Rochester School on March 15, with seven members present. Festival and Sub-local track meets were discussed. Mrs. Podasluk served a very delicious lunch after the meeting.

The April meeting was held at the home of Mrs. Stolan, in Tawatinaw. Guests of the Sub-local were Mr. W. E. Hodgson, Miss Johnson and Miss Borthwick. It was decided to have the Sub-local track meet in Rochester, on May 16. Mr. E. Podasluk was elected director, and Miss M. Andruski, the secretary of the meet. The Sub-local festival will be held in Rochester on June 14. Mrs. Stolan entertained the nine teachers present.

#### ROCKY MOUNTAIN HOUSE

The Rocky Mountain House Sub-local met on March 22 at the home of Mrs. Robert Ross. The first item of business was the election of Miss M. Gainer as our new Secretary-Treasurer. This was followed by a discussion of the school festival, which is to be held in May. It was decided that last year's outline of activities be used again, with emphasis on group work, and that all entries must be in by April 30. Mr. G. Taylor then spoke on school discipline un-

der the topic, "A Problem in Social Growth." The meeting ended with a very interesting and instructive discussion on this topic. A delicious lunch was served by Mrs. Ross, Miss Gainer and Miss Dickinson.

#### STRATHMORE

The regular meeting of the Strathmore Sub-local was held at the home of Mr. and Mrs. John Slemko in Carsland on April 25, eleven members being present. Following the opening of the meeting by the Chairman, Mr. S. Crowther, and the reading of the minutes by the Secretary, Miss Skjele, the question of salary schedules was seriously considered for some time. At the close of the discussion, Miss Jean Garrett gave a very fine talk on Cultural Studies in Adult Education, which was followed with keen interest by all present. Accepting the invitation of the Namaka teachers we decided to hold our next meeting at Namaka on May 21. After the meeting adjourned, a tasty and delicious lunch was served by Mrs. Slemko and the Carsland staff.

#### TORRINGTON

On March 6, the fourth meeting of the Torrington-Olds Sub-local was held in Sunnyslope School. Seven members were present. Several matters pertaining to the Musical Festival were dealt with. Two resolutions were drawn up and submitted to the Olds Local. An informal discussion on the teaching of Language was held; at the close of which a delicious lunch was provided by our hostesses, Miss Sarge and Miss Brown. The next meeting will be held at Wimborne on Wednesday, April 2.

## ROOMS FOR RENT for Summer School Students

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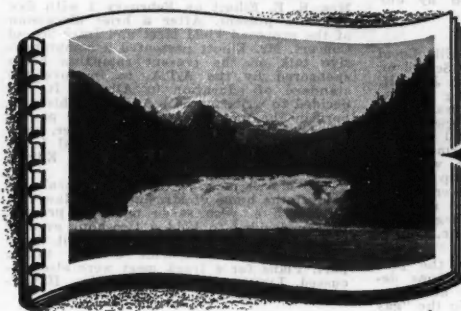
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# Alberta TRAVEL BUREAU



The April meeting was held on April 2nd at Wimbome, with eight members present. Mr. Bennett gave a very instructive talk on the teaching of Science. The next meeting will be held in Torrington on May 8. A very delicious lunch was served by our host, Mr. Reddekopp.

#### VEGREVILLE

An informal rally of the Vegreville Local was held in the Vegreville Public School on Friday evening, April 18, with Mr. John H. Finlay in the chair. An interesting and instructive account of the A.G.M. was given by Mr. Strong of Vegreville. Of special interest to the teachers of this Local was the mention of Mr. James McGee, former principal of Vegreville Public School, who has been awarded a Life Membership in the A.T.A. Other speakers of the evening included Mr. Percy Thompson, who reported on the activities of the Salary Negotiating Committee, and Mr. E. W. White, Superintendent of Schools.

After the "business" part of the programme, Mr. Finlay showed us films depicting gymnasium and track activities, plus an amusing glimpse at life in the "gay nineties." Following this, a novel version of "Share the Wealth," with Mr. Nick Hrynyk of Innisfree carrying off "Oscar" provided much entertainment. A few snappy games and dances succeeded in "loosening" everybody up and creating an atmosphere of friendliness and merriment. The evening concluded with a dainty and delectable lunch served by the Home Economics class under the direction of Miss Salamandick.

These rallies, of which this was the second held this year, are proving a great success. They provide an excellent means of getting the teachers together, and an ideal way of combining business and pleas-

ure. We sincerely hope that they will be continued in the future.

#### WASKATENAU

The February meeting of the Waskatenau Sub-local was held at the home of Mr. and Mrs. E. E. Elliott on February 1 with five members present. After a brief discussion of the proposed Field Meet and Inter-School Concert, Mr. Elliott presented a comprehensive talk on the present campaign being sponsored by the A.T.A. to improve the standard of education in Alberta. It was decided to write our M.L.A. to urge his support in the matter of the Province paying fifty per cent of costs, and further, each member decided to send a personal letter to him. Lunch was served by Mrs. Elliott.

The March meeting of the Sub-local was held at the home of Mr. and Mrs. Hawrelak on March 5, with seven members present. It was decided to hold a two-hour evening concert toward the end of April, with Waskatenau and district schools taking part. Plans for a track meet were also discussed. Lunch was served by Mrs. Hawrelak.

The April meeting of the Sub-local was held in the evening of April 15 at the home of Mr. and Mrs. W. Parker. A letter from our M.L.A., in answer to a resolution from the Sub-local was read. The member discussed at length the reasons why the Government has not as yet assumed fifty per cent of the costs of education, and assured us that he would not support any measure detrimental to our profession. Further details concerning the Concert were discussed, and the date was set as April 31. Mr. Elliott then gave a stimulating report on the Easter convention, and a brisk discussion followed. Lunch was served by Mrs. Parker.

## Teachers Wanted

The Medicine Hat School District No. 76 requires the following teachers. Duties to commence 2nd September 1947:

Home Economics teacher for Intermediate Grades. Basic Salary, \$1700.00 - \$2450.00.  
Intermediate Teachers, Basic Salary, \$1550.00 - \$2250.00.  
Elementary Teachers, Basic Salary, \$1400.00 - \$2050.00.

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Allowance above basic pay:

1. For past experience—\$100.00 for five or more years.
2. For additional qualifications—up to \$350.00 for first degree; beyond that additional allowance.

Applicants should state: Age, marital status, experience, professional and special certificates, additional qualifications, ability in music and coaching athletics, degree if any and where obtained, church affiliations and references. Applications on file must be renewed.

Apply to:

G. H. Davidson,  
Secretary-Treasurer,  
Medicine Hat School District No. 76,  
Medicine Hat, Alberta.

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